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ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes sections on curriculum improvement, new social studies, and scope and sequence. A suggested conceptual framework for the program is presented in the form of a chart, with columns for history, anthropology-sociology, political science, economics, geography, and social psychology. A gatefold scope and sequence chart is arranged by grade levels, as are the charts for skills. Four sample units deal with the needs of a neighborhood, India, a desert environment, and forest regions. Appendixes include objectives for instruction, instructional grouping, controversial issues in the social studies, and thoughts on citizenship education. The guide is printed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are set out in the introductory material and on the scope and sequence chart. More specific objectives are included in the skills chart. Detailed activities are included in the sample units. INSTRUCTIONAL MATERIALS: Suggested resources are listed for each of the sample units and there is also a selected bibliography. STUDENT ASSESSMENT: A brief chapter on evaluation outlines the main questions to be considered by the teacher in evaluating the student. (MBM)

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FRAMEWORK

FOR THE SOCIAL STUDIES IN WYOMING

GRADES K-12

A GUIDE FOR CURRICULUM DEVELOPMENT

published by
THE STATE DEPARTMENT OF EDUCATION
CHEYENNE, WYOMING 82001

HARRY ROBERTS
State Superintendent of Public Instruction
1969

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Teachers, administrators, and curriculum supervisors in the schools of committee members provided invaluable assistance by evaluating and reacting to materials as they were under development, as did Miss Dorris Sander, Director, Rural Education and Migrant Children Division, State Department of Education.

Melvin C. Buller of the College of Education staff contributed importantly to the committee by participating in the final conference. College of Education staff members providing valuable counsel included Dr. Eugene M. Cottle, Head, Department of Curriculum and Instruction, Dr. Laurence A. Walker, Associate Dean, and Gerald Ross, Graduate Assistant.

FOREWORD

The Wyoming State Department of Education is pleased to publish *A Framework for the Social Studies in Wyoming Schools.* It represents the revision and up-dating of the 1965 *Wyoming Curriculum Guide for Social Studies.* The 1965 publication presented the thinking of Wyoming teachers who worked under the direction of the University of Wyoming College of Education. The revision was accomplished by members of the Wyoming Council for the Social Studies working with Alan Wheeler, Social Studies Consultant for the State Department of Education, and staff members of the College of Education.

The *Framework* is intended as a jumping-off point for curriculum development–not as a finished curriculum in and of itself. It is hoped that it will serve as a foundation from which to build more detailed local guides.

The project was made possible by funds provided under Title V, Elementary and Secondary Education Act of 1965.

June, 1969

STATE REQUIREMENTS FOR

1969 Education Code, Chapter 10, Article 1, Section 178:

> "The board of trustees of each school district within the state shall cause the schools under its jurisdiction to adhere to the minimum standards relating to educational programs promulgated by the State Board of Education." See *Standards for Accreditation, Wyoming Elementary and Secondary Schools,* 1968, Standard I, criterion .089c, page 14.

See also Standard II, criteria .115-.130, pages 20-22.

1969 Education Code, Chapter 10, Article 1, Section 179:

> "All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States Constitution and the Constitution of the State of Wyoming, including the study of and devotion to American institutions and ideals, and no student shall receive a certificate of graduation without previously passing a satisfactory examination on the principles of the Constitution of the United States and the State of Wyoming; provided, that such instruction shall be given for at least three (3) years in the elementary grades and for one (1) year in the secondary and college grades respectively."

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The minimum requirement for graduation, as described in the *Standards for Accreditation for Wyoming Elementary and Secondary Schools* (1968 edition), is two units of social studies, one of which must be American History, and the second from the fields of economics, government, world history, geography, sociology, American heritage, and psychology.

Schools with a membership in the North Central Association of Colleges and Secondary Schools should note that when the **extent of offerings requirement** was increased from 26 to 38 units the social studies requirement was increased to four units, and that these units shall be offered in grades 9 through 12.

It is important to recognize that the preceding paragraphs relate to two **different** requirements within two separate agencies but can be met with no conflict.

From a State Department of Education point of view it seems **necessary** to establish basic minimum requirements which will insure that every school will include the social studies disciplines within its curriculum. It seems more **important** that the skills, concepts, course content, and methodology be sequentially planned and presented so that a full understanding of our complex society can be gained by our youth.

Melvin H. Gillispie, Director
School Evaluation and Accreditation

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TABLE OF CONTENTS

Foreword iii
State Requirements for the Social Studies iv
Introduction–A Design for Local Planning 1
I–Principles of Curriculum Improvement 3
II–The New Social Studies 5
III–Scope and Sequence 13
IV–Suggested Conceptual Framework for Content of the K-12 Program 15
V–Suggested Skills Framework for Content of the K-12 Program 37
VI–Implementing the Framework 41

Sample Units

Needs of a Neighborhood 41
India 44
A Desert Environment 55
Forest Regions 58
Daily Lesson Plan 63
Evaluation 64
Selected Bibliography 65
Glossary 68

Appendices

A. Objectives for Instruction 70
B. Instructional Grouping 71
C. Controversial Issues in the Social Studies 73
D. Thoughts on Citizenship Education 74

VALUES
PHILOSOPHY
OBJECTIVES

help us select
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INTRODUCTION

A DESIGN FOR LOCAL PLANNING

In preparing *A Framework for the Social Studies in Wyoming Schools* the State Social Studies Planning Committee examined carefully the value structures of American society. The committee felt that values held by our society, the community, curriculum workers, and classroom teachers in particular, determine the objectives and outcomes of state and local curriculum offerings.

For this reason the accompanying diagram is suggested as a plan of attack in order to relate this state study to the local situation. The sequential steps suggest how a local study group could move from one level of thinking and action to another until they had completed their curriculum study.

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PRINC

THE SOCIAL STUDIES PROGRAM should be planned on a K-12 basis providing for development of social studies understandings, attitudes, and skills.

This principle recognizes the need for a progressive development of concepts, generalizations, and skills in relationship to the maturing of pupils. Scope and sequence must be planned in order to prevent needless repetition and to provide articulation from level to level.

Social studies learnings should be structured so that the student gains: (1) growth in understanding his own community, state, and region; (2) growth in understanding American culture; (3) growth in understanding world culture; and (4) growth in understanding of his rights and responsibilities as an American citizen. These learnings should be planned in such order that different and more mature learnings occur at each succeeding level with recognition given to some planned repetition.

I

PRINCIPLES OF CURRICULUM IMPROVEMENT

This principle broadens the traditional "widening horizons" theory in that it applies the approach to each level. No longer is the theory used in which concern is limited in the lower grades to the immediate environment with scant attention given to concepts of a wider environment until the upper grades are reached. All phases of planning emphasize the teacher's responsibility to recognize the pupil's total environment as summarized in the above four categories. Where repetition is needed, provision should be made for a differentiated level of experience. Planned for increasingly mature abilities at each level of learning, experiences should include development of skills as an integral part of content.

The social studies program should be planned broadly through an inter-disciplinary approach. Recent findings of research in the social sciences pertinent to the problem under consideration should be included in the course of study being developed. The program should emphasize the interrelatedness of the social sciences. Where separate subjects are established in the program there should be an attempt to use materials from associated areas. This should be a planned relationship, not one of chance or incidental occurrence. The fields of history, anthropology, sociology, political science, economics, geography, and social psychology provide the background of content for the social studies teacher, and it is from recent research in these areas that changes in the K-12 program should be designed.

Curriculum improvement comes from the efforts of well prepared professional social studies teachers. Wherever the social studies are taught in departmentalized classes, the teachers should be oriented to the social studies as their special field of interest. It is desirable that a person teaching in a specific social science have a major in that field with a broad background in related disciplines. For example, a history major should also have training in other social science disciplines. The professional teacher keeps himself current in his field of interest through continuing education and membership in professional social studies organizations.

The program should incorporate practices included in the "New Social Studies." (See Part II.) Consideration should be given the materials of the numerous projects developed during the past few years and the new materials and teaching techniques developed in these projects. At no time should the curriculum for a given level be based on a single text.

Areas of content are assigned to progressive levels of learning. (See Part III, Scope and Sequence.) The content at any level should be used to develop in pupils an understanding of concepts, generalizations, skills, and attitudes related to the Fifteen Goals of the social studies program. (See page 18.) The teacher is responsible for the choice of stimulating content for the social and academic learning experience. Teaching the pupil to learn, to think analytically, to act constructively, and to develop productive skills should be the teacher's guide in planning. Effective citizenship, an over-all goal of the social studies program, cannot be achieved if the development of habits of citizenship is not included at each level.

Parts IV and V present outlines of concepts, generalizations, and skills for use in building a K-12 program.

THE AIM OF THE "New Social Studies" is to get the student actively involved in the process of learning. To the better teachers of the past this is not new, but all teachers need to take a look at the goals, methods, and results of social studies instruction.

The "New Social Studies" is the outgrowth of scores of social studies projects around the nation. These projects differ from past curriculum movements in that:

> They are heavily funded. (The High School Geography Project, for example, began its study with a grant of $500,000.)
>
> They are based upon solid experimental evidence in educational psychology. (The Social Science Education Consortium, for example, has published a three-part series of monographs on child development and social science education.)
>
> They are supported to an unprecedented extent by professional social scientists (e.g., Edwin Fenton, John Gibson, Irving Morrisset).
>
> They have been supported by abundant literature. (National Council for the Social Studies publications, for example.)

The "New Social Studies" is following the "New Math," the "New Grammar," and the "Modern Foreign Languages." There is general agreement that the "New Social Studies" movement is long overdue.

This raises the question, how is instruction in the "New Social Studies" different from that in the traditional? A contrast of the styles of instruction is summarized in tabular form on the following page. For details, refer to the appropriately numbered item in the material following the table.

II

NEW SOCIAL STUDIES

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THE "NEW SOCIAL STUDIES" CO

NEW

1. *All facts are related to the theory or structure of the discipline.*
2. *Built around multiple resources.*
3. *Concerned with concept development.*
4. *Student encouraged to formulate generalizations.*
5. *Student activity aimed towards a logical process of inquiry.*
6. *Student actively engaged in the process of proof.*
7. *Case studies for understanding the present.*
8. *Concern with learning strategies.*
9. *Inter-disciplinary approach.*
10. *Strong emphasis on understanding human relationships.*
11. *Examination of values.*
12. *Attempts to provide activities at the level of understanding of individual studen*
13. *Planned concept development important at earliest level of education process.*
14. *Attempts to state objectives in behavioral terms.*

1 The "New Social Studies" asks that all facts be related to the theory or structure of the discipline; the traditional often presented facts for memorization.

The "New Social Studies" questions the necessity of learning facts for facts' sake. It asks why a student should learn that Queen Elizabeth never married, why he should learn the Presidents of the United States in order, why he should learn the per capita income of Haiti, or the total annual fish catch in Japan. Such facts are not considered learnings in and of themselves, but **tools** for learning.

Recognizing that facts and information are prerequisite to good judgment, the "New Social Studies" presents facts within a theoretical framework a child can understand. Useful facts are related to the understanding of concepts and theories within the discipline. Queen Elizabeth's marital status, for example, becomes more than an isolated fact when used to illustrate the role of leading personalities in the course of history.

2 The "New Social Studies" uses multiple resources; the traditional tended to be built around a single text.

AL STUDIES" CONTRASTED TO THE TRADITIONAL

	TRADITIONAL
discipline.	*1. Facts taught for memorization.*
	2. Built around a single text.
	3. Concerned with ground covering.
	4. Student memorized generalizations.
quiry.	*5. Student given answers to learn.*
	6. Tendency to emphasize student acceptance of teacher-text statements.
	7. Past blurred as background for the present.
	8. Concern with information built around content.
	9. Single discipline oriented.
ns.	*10. Strong emphasis on factual learning.*
	11. Inculcation of values.
nding of individual student.	*12. Often failed to adjust to varying abilities of students.*
vel of education process.	*13. Sequential planning often not emphasized.*
	14. Objectives often vague.

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It is generally agreed that it is difficult to give a student an adequate understanding of any social studies topic by using only one basic textbook. The text should be regarded as no more than an outline to start the class into extensive study. One example of a multi-text approach is the strategy followed in a unit on Japan by the sixth grade in the Fort Knox Elementary Schools, Ft. Knox, Kentucky:

1. Five children gathered basic information from Ginn's Basic Social Studies.
2. A group of three found the information from Allyn-Bacon geographies.
3. Five children read from the Silver Burdett histories.
4. Three students read in the Wilcox-Follett Series for information.
5. Five from the advanced reading group gathered their information from Rand-McNally's *History of World People.*
6. Three children used Scott-Foreman's *Beyond the Americas.*
7. Three low group children used special library materials at their reading level.

After a period of time all groups came together to discuss and to report their findings. Here the children drew out the speaker with questions. All children in the class made notes of the most important basic information for future reference.

> This 'Gathering Information' was the starting phase for the unit study. Afterwards they selected topics for independent research and for wide reading. From this start the unit included many different activities . . .But this basic starting activity gave the class the fundamental knowledge necessary in carrying forward a good unit.[1]

The traditional textbook by its very nature tends to encourage the facts-for-facts' sake orientation of many social studies teachers. Further, it tends to stifle the conflict, passion, tragedy, and triumph of man's endeavors into dull accounts of man's activities. One example is the usual textbook treatment of the history of Turkish power in the Balkans. The legacy of four hundred years of Turkish domination of Greeks, Bulgarians, and Romanians is a passionate anti-Turkish attitude in these countries today. This hatred remains an important factor in current Middle Eastern politics, as the smoldering Greek-Turkish dispute over Cyprus amply demonstrates. The typical textbook will "cover" the topic in a three or four paragraph exposition. The facts about Balkan rebellion against the Turks would surely be more meaningful if related to historical theories of causation. (For further discussion of the role of facts in social studies instruction see page 16.)

To promote student involvement, an enormous variety of materials is essential. One publisher after another is coming out with books of primary sources: letters, diaries, speeches, and newspaper clippings. Many of these are in the form of inexpensive paperbacks that facilitate selective purchasing and a multi-book approach. Such collections help provide opportunities for students to work with the raw materials used in building conclusions within the discipline or problem under study.

New educational films are being produced which do not attempt to use a kind of visual lecture method. The student is not given all the answers. He must draw his own conclusions and arrive at his own generalizations. In one film, for example, Julian Bryant presents "The Women of Russia" in a collage of scenes without narration. The student draws his own conclusions. Pooling student conclusions from such an experience would provide for exciting class discussion.

There are also multitudes of tapes, filmstrips, phonograph records, posters, and transparencies now available. Every teacher should study the latest educational materials catalogs carefully to keep abreast of what might be available to enhance his program.

In addition to commercially prepared materials, many teachers are preparing their own. With students they are making up their own simulation games, writing their own skits, digging up their own primary source materials, making their own transparencies.

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[1] *Teachers' Suggested Social Studies Experiences*, (Fort Knox Elementary Schools, 1966). Used by permission.

The educational practice of using community resources by inviting guest speakers and taking field trips is used effectively in the "New Social Studies."

3 The "New Social Studies" is concerned with concept development; the traditional with ground covering.

In the Balkan example mentioned earlier, the "New Social Studies" would call for the formulations of concepts. **World War is a concept**. If the conflicts between the Balkan people and Turks are examined in order to illustrate variations on a concept related to World War, the facts become meaningful.

Another example: Learning the facts about a proud and arrogant king like George III is one way to study eighteenth century English history; but if the facts are related to similar facts about other rulers (Nero, Charles I of England, Philip II of Spain) in order to illustrate the concept of **tyranny**, then the facts about an individual king become meaningful.

Concepts can be meaningfully developed at every grade level. For example, the elementary level concept of man's interrelatedness within the community can be developed effectively by trips to the post office, skits, resource speakers (policemen, bakers, barbers) and by actual participation by the class in community activities such as litter campaigns.

Edwin Fenton has classified concepts into four groups:[2]

1. Analytical concepts; e.g., social class, nationalism
2. Procedural concepts; e.g., hypotheses, generalization
3. Historical-period concepts; e.g., Renaissance, Reconstruction
4. Historical-definition concepts; e.g., democracy, monarchy

Such concepts along with analytical questions give social studies the tools for the process of inquiry. Finishing the text becomes secondary to the development of such tools.

4 The "New Social Studies" encourages students to formulate generalizations; the traditional social studies class often memorized generalizations.

In the example above we noted concepts about World War and tyranny. The "New Social Studies" asks the student to follow a process, that of building from the facts to concepts, which in turn leads to a third step, that of generalizing. Generalizations become important because, while necessarily tentative and subject to change in the light of new evidence, they do give us general guides to understanding and action.

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[2] Adapted from a paper given by Dr. Edwin Fenton at an NDEA Summer Institute for State Social Studies Supervisors, Carnegie Institute of Technology, June, 1967.

To illustrate, if we have a clear concept of a class of wars called "world wars," we might hazard the generalization that world wars tend to grow out of the interests of the great powers in the political conflicts of smaller states. If this generalization is valid, then there is a danger of world war in the conflict between Israel and the Arab States in a Middle East which sees both of the world's greatest powers deeply enmeshed on opposite sides in the quarrels of the smaller states in that area.

Similarly, when Patrick Henry said, "Caesar had his Brutus, Charles the First, his Cromwell, and George III may profit by their example," he was trying to suggest a lesson of history—a generalization—which he thought his king was ignoring; namely, that tyrannical rule engenders rebels and assassins and that if George III continued to rule tyrannically, he was in danger of provoking rebellion—a prediction which turned out, in 1776, to be quite true. Why was Patrick Henry such a good prophet? Precisely because he was such a good student of history.

In other words, then, if a student learns historical facts by putting them into a framework of concepts and generalizations, he equips himself with **insights into the future**.

Social studies generalizations may be classed into three basic groups:

Trend

College students are becoming more and more rebellious.
The status of women is steadily rising throughout the world.

Descriptive

The ancient Romans were more interested in engineering than philosophy.
The Puritans of New England believed in an intellectual approach to religious problems.

Predictive

Whenever a country suppresses freedom of thought, it will cease to make progress.

The student involved in the process of generalizing no longer needs to have generalizations handed to him. From his generalizing he gains an understanding of generalizations and the process of reaching them which goes far beyond that found in recall exercises.

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5 *The "New Social Studies" lays emphasis on the student's searching for answers through a logical process of inquiry; traditional social studies placed emphasis on the student's learning answers.*

Armed with a sensitivity to generalizing, a student may be ready to ask many different kinds of questions. For example, he might read about a rebellious native movement in the Portuguese colony of Mozambique in Africa. He might inquire, "What caused this rebellious movement?"

He might find some authors who claim that the natives suffered under Portuguese domination (descriptive generalization). The student, realizing that there can be no accurate prediction of the future without accurate description of the past, commences an investigation into the question of the benevolence or cruelty of the Portuguese regime.

If he finds accurate the description of Portuguese rule as being a rule of cruel exploitation, he might ask, "Does it always happen this way? Does suffering always lead to rebellion?"(predictive generalization); and he might then recall Jefferson's generalization in the Declaration of Independence which said that all experience shows that people would rather suffer than rebel. To test this generalization, the student might then find himself driven to a comparative investigation of the revolutions of history and of the long periods of patient suffering on the part of quiescent, unprotesting masses.

The average student, of course, will not develop generalizations unaided by the teacher. The assumption of the "New Social Studies" is that the teacher will help the student become inquiry-oriented. The goal, then, is not a student who has learned all the "right" answers, but one who knows what to do with answers he himself has helped to discover.

6 *The "New Social Studies" calls for active student participation in the process of proof; traditional social studies tended to encourage acceptance of teacher-textbook statement.*

The "New Social Studies," while stressing various kinds of concepts and generalizations, lays great stress on the importance of **evidence** for generalizations and the exercise of great caution in the acceptance of generalizations. It urges students to be skeptical of generalizations which seem to be based on superstition, scanty evidence, or the unchecked testimony of authorities.

Each social science discipline has its own mode of inquiry, its own style of thinking. Although ultimate goals may be similar, sociologists do not operate in the same way as literary historians.

The "New Social Studies" promotes an interdisciplinary approach to social studies material so that students can learn the style of investigation which each discipline uses. But regardless of which discipline is being used, the student learns that the best accepted conclusions in each discipline are those which are best supported by evidence and research. The inquiry-minded teacher guides students through discovery processes. Neither he, nor his textbook, becomes the source of all truth, but rather both function as guides to the search for truth.

7 *The "New Social Studies" uses the past as a series of case studies for understanding the present; traditional instruction often tended to blur the past as a background for the present.*

In 1936, hundreds of churches were burned in Spain, and priests and nuns were brutally attacked. Why? What caused this unprecedented attack on the church and clergy? What was the background to anticlerical attitudes in Spain? In Europe? What was the relationship of Communism to anti-clericalism? Some of the reasons for the 1936 events in Spain may be discovered by historical study which will help to explain the role of the church in modern Spain.

Studying this background leads the student into socioanalysis. Just as psychoanalysis attempts to discover the reasons for bizarre individual behavior by studying an individual's background—including his childhood and infancy—so may a process of socioanalysis explain bizarre social behavior by uncovering the causative factors.

The "New Social Studies" recognizes that recorded history is a bundle of selected facts, ideas, and basic concepts, not just a chronology of people and events. It considers the mission of historical inquiry to be the building of a bridge between past and present. These inquiries provide the lessons of history for use in the solution of today's problems. Further, historical inquiry helps the student acquire an appreciation of his heritage and culture. In order to do this the teacher must choose topics around which to build inquiry. These choices allow depth study of topics relevant for the future.

8 *The "New Social Studies" is concerned with learning strategies; traditional instruction tended to be built largely around content.*

The modern emphasis on methodology aims toward strategies which enable the student to discover generalizations and work out sets of values and opinions for himself.

Some of the experimental techniques in the "New Social Studies" are based on a pure discovery method. A student is given a graph, a doll, a document, a poem, or other item, and is given no clues as to where it

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came from or what it is all about. The method is based on the premise that the child's curiosity will be aroused, and that he will formulate tentative conclusions and generalizations to be further tested through his own research and comparative discussions with other students.

A more common procedure, more structured, but related to the pure discovery technique is the **directed discussion**. In this method, the teacher plans generalizations with which he wants to deal but prefers that the child discover for himself. Therefore, the teacher conducts a discussion about some attention-getting picture, poem, document, or artifact, and with questions and comments guides the discussion toward the preconceived goal. At the same time he constantly attempts to develop awareness of the tentativeness of generalizations and the necessity of the student to verify and reconstruct ideas in the light of new evidence.

Directed discussion may also be used to help make the students' values explicit by helping resolve value contradictions and by helping clarify them. For example, there might be a contradiction in the students' minds between self-development and social commitment. They may perhaps question how much time and effort should be given to student government as opposed to homework. A resourceful teacher might choose passages of the autobiography of the Renaissance goldsmith, Benvenuto Cellini, for an example of a person who put self-development above everything. This reading might then be a springboard for a directed discussion aimed at clarifying values.

In such approaches the child is deeply involved in the learning process. Allied with these approaches, the "New Social Studies" promotes involvement through role playing and simulations of various kinds. Mock congresses, trials or conferences, games, dramatic skits, are just a few examples of procedures used. In preparing for such procedures, teacher-pupil planning would often result in specific task assignments to individuals or committees. Even though there might not be time during the school day for accomplishing all tasks assigned, students would still be held responsible for this completion. Thus a child develops a sense of personal responsibility and cooperative participation in school which prepares him for similar participation in home, community, and job situations.

While similar procedures have been used in the past, modern simulation games are much more complex in design. The **Plans** game, from Western Behavioral Science Institute, makes extensive use of such economic indicators as corporation profits, average weekly wages, and the gross national product. The game is programmed rather precisely for realistic economic changes to occur in the event that certain policies (such as reduction in taxes or increase in defense expenditures) are adopted in the course of the game. Through participation in such simulations each child has a chance to exercise problem-solving skills.

To build such strategies, every learning resource possible must be pulled into the teaching-learning process. Films, filmstrips, records, manipulative devices, and documents should be made available for individual students and groups. Modern social studies departments working closely with librarians and media specialists are setting up multi-media resource centers. Such centers often contain films, film loops, filmstrips, records, and tapes along with the appropriate equipment to allow for either individual or group usage. The center also contains pertinent reference works, periodicals, alternative texts, and supplementary materials. Many schools allow students time to spend in these centers pursuing their own special interests.

While content plays a vital role in all the strategies mentioned, its presentation is revolutionized. While the lecture method can be used to present the maximum amount of facts and generalizations in the shortest possible time, it seldom promotes student involvement and usually encourages passive acceptance of material in the lecture. There have been some great lecturers in our schools, and some great teaching has been accomplished through lecture, but the "New Social Studies" proceeds from the observation that there have been too few great lecturers; therefore, a great deal of attention must be paid to a highly motivational methodology.

9 *The "New Social Studies" draws from many social sciences; traditional social studies tended to be single discipline oriented.*

The emphasis on concepts and generalizations in the "New Social Studies" implies a comparative interdisciplinary approach. In the traditional social studies one might study about the Puritans. The "New Social Studies" might establish a concept of **Puritanism** by comparing the attitudes of self-denial among such groups as the Essenes, Albigensians, Puritans, and Jacobins, and by searching for common denominators from the study of history, psychology, or sociology. Such a procedure might lead to the formation of a generalization such as "rising social movements tend to be puritanical."

As an elementary teacher leads discussion of the Olympic games, many disciplines come into play. History presents Greek background; geography looks at the plains of Olympia; anthropology delves into the influence of religion; sociology and political science note the value of the Olympics in developing national spirit, international brotherhood, and ideals of sportsmanship; economics notes the financial benefits stemming from the increase in tourism. Further enrichment could be obtained from the arts, as in a consideration of Greek sculpture. Literature could contribute in a discussion of plays or poems reflecting the Olympic games.

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Traditional social studies has tended, particularly at upper levels, to isolate disciplines, usually history and geography; modern approaches call upon the teacher to mold concepts from all disciplines regardless of the discipline being used as a central vehicle.

10 *The "New Social Studies" places emphasis on meaning and understanding of human relationships; the traditional social studies placed emphasis on factual learning.*

Any view of the critical needs of our times makes paramount the need for improved human relationships.

The "New Social Studies" gives greater emphasis to social studies as a tool for improving human relationships as it provides opportunities for inquiry into basic social processes. The facts, again, become basic tools of such inquiry, not ends in themselves.

11 *The "New Social Studies" asks the student to examine and formulate values; the traditional was concerned with inculcating values.*

Modern social studies instruction allows for opportunities for students to test their values. If a student believes racially segregated houses or schools represent unfair situations, he is led to investigate historical, economic, sociological, legal, or other evidence that would buttress his belief or cast doubt upon it. Similarly, if he feels a value contradiction between a positive evaluation of charity based on Christian teachings and a negative evaluation of public welfare based on a belief in free enterprise, he would be led to inquiries within the classroom to resolve the contradiction. Such examinations help to promote habits of critical thinking and the formulation of values. The Harvard Social Studies Project is based upon procedures similar to those above.

The "New Social Studies," then, goes far beyond the traditional assumption that memorizing the Preamble to the Constitution, the Presidents of the United States, the content of the Bill of Rights, or that of the Magna Carta gives the student an automatic respect for democracy and the values of western civilization.

12 *The "New Social Studies" attempts to give every student, even in heterogeneous groups, materials he can handle comfortably; traditional social studies often failed to adjust to the varying abilities of students in reading and social skills.*

The teacher who is constantly on the alert for appropriate activities to personalize his instruction will often divide his class into groups. To that end he needs to give thought to some grouping principles. For example, groups may be classified by **atmosphere**.

An **authoritarian** atmosphere exists when decision-making or action-determining power rests in one person. This resembles, in a miniature sense, the traditional method of teaching and learning.

A **laissez-faire** atmosphere exists when the teacher or leader is passive, and every student is free to do as he pleases. Chaos and superficiality usually result.

A **democratic** atmosphere exists when the power and authority to lead is derived from the group. All policies and details are discussed within the group, criticisms are invited, and the group makes the decisions. The teacher or leader gives alternative procedures and suggests the consequences which might be expected. The democratic teacher or leader attempts to aid the group in achieving group action which is related to the desires and beliefs of the group as a whole.

Another important consideration is the size of the group. Generally a group within the classroom should have not less than four nor more than six members. Groups with less than four members have difficulty in forming an organized pattern; communication breaks down and stimulation ceases. A comment often heard in a very small group is, "What else is there to say?" Groups with more than six have difficulty in reaching consensus, interaction breaks down, and there is less personal satisfaction among the members due to less opportunity to express opinions and ideas. (See also Appendix B.)

13 The "New Social Studies" develops concepts and skills at the earliest levels of a student's education; traditionally sequential planning received little emphasis until third or fourth grade.

Today materials for primary levels are available, attractively and sequentially arranged. A kindergartner, for example, begins an understanding of people who are different and develops an appreciation of differing cultures which is continued through the primary grades and provides a basis for depth studies at higher levels.

14 The "New Social Studies" attempts to plan in terms of specific student behavior; the traditional tended to set vague objectives.

Educators have long established goals or objectives for their study. Yet it is only rarely that these objectives are given serious consideration in evaluating student performance. While broad goals such as appreciating American culture and understanding American government must be kept in view, it is equally important that the planner have specific behavioral goals set for his charges. Setting such goals requires that we accept such principles as:

1. Learning is change of behavior, both internally and externally.
2. Behavioral changes resulting from learning are observable and measurable.
3. Learning is an individual process and objectives are to be expressed from the individual learner's viewpoint.
4. Learning is varied; there is no best or universal method.
5. Everyone can learn; remembering, however, that there are learning disabilities.[3]

Specific objectives define in clear terms the behavior to be exhibited by the learner. They can be drawn up as follows:

Name the type or category of behavior. Is the learner to gain knowledge, give evidence of an understanding, develop or practice a skill?

> **Knowledge** refers to facts, names, technical vocabulary, and specific items of information. **Understandings** are complex behaviors pertaining to processes, concepts, and generalizations. Some of the processes are associated with problem-solving, cause-effect relationships, abstraction, synthesis, analysis, image formation, and discrimination. **Skills** are psycho-motor behaviors. Skills are generally complex and sequential behavior patterns which may be difficult to measure in practical ways.

Name the behavior to be developed.

> Example: The learner is to develop a knowledge of twenty-five technical words so that he can write, from memory, sentences using twenty-four of the terms.

Describe the expected behavior.

> A behavioral description presents a work-picture of the behavior. Implied, or actually stated, as in the example above, is the standard of performance.[4]

Such behaviorally stated objectives allow the teacher to measure with some confidence the accomplishment of the student toward the objectives. For further information as to objectives see Appendix A.

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[3] Adapted from *A Guide to Social Studies K-12,* Pierre, South Dakota Department of Public Instruction, 1969, P. 18.

[4] *Ibid.* pp. 18-19.

IN IMPLEMENTING the flexible scope and sequence suggested below the committee recommends that each local group keep in mind:

The need for an inter-disciplinary approach.

The need to make offerings relevant by stressing aspects of current national and international affairs.

The need to recognize both the positive and negative impact of the mass media on today's child.

The need to recognize the role of all people who have contributed to the rich and varied heritage of our country and humanity.

The need to recognize that primitive and/or foreign experience, be it past or present, is not necessarily inferior experience.

The need to stress aspects of social studies peculiar to our region.

The need to teach a balanced attitude in reference to tradition and change.

The need to maintain a balance between a broad approach and studies in depth.

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SCOPE AND SEQUENCE

The need to provide for processes in the cognitive and affective domains and social studies skills.

The scope and sequence below is designed to fit a number of possible organizational plans; traditional grades would generally correspond to the numbers in parentheses.

Level I (K-1,2)
Introduction to group living, home, neighborhood and community, nation and world. Both formal and informal activities should be provided to give the student needed social skills and understanding of his rights and responsibilities. Every opportunity should be made to capitalize on and expand upon the young student's awareness of the world, although formal world studies would not be appropriate. Introductory study to the institutions in the United States: churches, schools, and government should be included.

Level II (3,4)
Beginning of formal study of selected communities of the world (past and present). Topics should be selected to give the student understanding of varying ways of life.

Regions of the United States with special emphasis on Wyoming.

Level III (5,6)
Introduction to United States history.

Depth study of the Western Hemisphere (Canada and Latin America), with continuing emphasis on student understanding of varying ways of life.

Level IV (7,8,9)
Depth study of selected areas of the Eastern Hemisphere (Africa, Middle East, Asia, Australia, and Pacific Ocean).

Government Studies (Civics)—local, state, national, international. Study of careers might be incorporated in schools having no other provision for career orientation.

Old world backgrounds to the American Revolutionary period.

Note: Schools vary widely throughout the state in organization at this point. Schools should select the topics which fit their organizational plan from both Level III and Level IV.

Level V (10,11,12)
American History—A survey course in American History with particular emphasis on those aspects of modern America which are relevant to current interests and concerns.

World Cultures—Selected major cultural areas, past and present, Western and non-Western.

Suggested Electives:
Economics
Sociology
Comparative Government
International Relations
Ethnic Studies
Psychology
Political Philosophies
Social Studies Seminar
Special History (Ancient, African, etc.)
World Geography
Problems of Democracy or Contemporary Problems (especially where it is not feasible to offer other more specific electives).

The Level V sequence should be worked out appropriately for the local school. Every attempt should be made to give students as wide an opportunity as possible to select social studies electives. Teacher preparation and student interests should determine electives chosen by individual schools.

The Fifteen Goals

Every social studies program needs to be built upon well-defined goals. The National Council for the Social Studies has given considerable attention to this problem and both the 1965 and 1969 group felt no better statement of goals for Wyoming social studies could be found than those presented as themes by NCSS. The 15 goals follow, along with a key word to be used in identifying them.[1]

Goal 1: Recognition of the dignity and worth of the individual. INDIVIDUAL

Goal 2: The use of intelligence to improve human living. INTELLIGENCE

Goal 3: Recognition and understanding of world interdependence. INTERDEPENDENCE

Goal 4: The understanding of the major world cultures and culture areas. CULTURE

Goal 5: The intelligent uses of the natural environment. CONSERVATION

Goal 6: The vitalization of our democracy through an intelligent use of our public educational facilities. EDUCATION

Goal 7: The intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action. RESPONSIBILITY

Goal 8: Increasing the effectiveness of the family as a basic social institution. FAMILY

Goal 9: The effective development of moral and spiritual values. MORALITY

Goal 10: The intelligent and responsible sharing of power in order to attain justice. JUSTICE

Goal 11: The intelligent utilization of scarce resources to attain the widest general well-being. SCARCITY

Goal 12: Achievement of adequate horizons of loyalty. LOYALTY

Goal 13: Cooperation in the interest of peace and welfare. PEACE

Goal 14: Achieving a balance between social stability and social change. PROGRESS

Goal 15: Widening and deepening the ability to live more richly. SELF-REALIZATION

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[1] National Council for the Social Studies, *Social Studies in Transition: Guidelines for Change*. Washington, D.C.: The Council, 1965.

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IV

SUGGESTED CONCEPTUAL FRAMEWORK
FOR THE CONTENT OF THE K-12 PROGRAM

Developing Concepts and Generalizations, K-12

A K-12 social studies program provides experiences which enable the individual to become a contributing citizen in American democracy and an effective member of the world community. In the nuclear age, the role of the social studies becomes increasingly crucial, and each individual deserves and needs a well-qualified and dedicated teacher in this field. Some of the general objectives to be included in the social studies curriculum are the development of such habits, knowledge, skills, attitudes and values, appreciations, and intellectual curiosity as will enable the student to live usefully, successfully, and happily in a democratic society. These objectives can best be achieved by an emphasis on the student's active role in the learning process. The learning should be as meaningful and as true to life as possible. Such a program enables the student to develop growth in understanding and appreciating his own community and region, American life and culture, and that of the world.

The plan which follows establishes flexibility in that it enables the teacher to adapt such concepts and generalizations to a specific level as may seem most appropriate to community concerns and pupil readiness. Such planned statements of concepts and generalizations, related to the 15 Goals, would be valuable aids to the planning of a social studies program and to the developing of teaching strategies.

Modern social studies instruction places less emphasis on coverage of facts; yet no one should assume that factual learning plays no role in social studies. It is from the facts of the various disciplines that social studies students draw concepts and generalizations needed to reach the objectives set out in the 15 Goals. Professor Morris R. Lewenstein of San Francisco State College points out:

> Most social studies textbooks are filled with statements of fact . . . There can be no education without facts. However, the range of facts that might be included in any social studies curriculum is almost limitless. Facts are seldom important to be learned for their own sake. Therefore, the instructor not only must make choices as to which facts he will teach, he must also aim to teach content which goes beyond the communication of facts and data. If he wishes to teach understanding, he must help students think about the facts that have been communicated. He must help them develop concepts and generalizations.[2]

As the student then moves into the use of facts in developing concepts and generalizations, it is important that the curriculum planner understand the terms **concept** and **generalization**.

Gertrude Whipple has explained a concept as follows:

> A child who uses the word 'river' to refer only to a particular stream does not have a concept of a river. A child who uses 'river' to designate any large natural flowing stream of water distinguishing it from other bodies of water such as a pond, lake, canal, and the ocean, has acquired this concept, for he sees river as a class or group of streams.[3]

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[2] *Teaching Social Studies in the Junior and Senior High Schools,* Rand McNally, 1963, pp. 82-83.

[3] National Council for the Social Studies, *New Viewpoints in Geography*, Washington, D. C.: The Council, 1959, p. 113.

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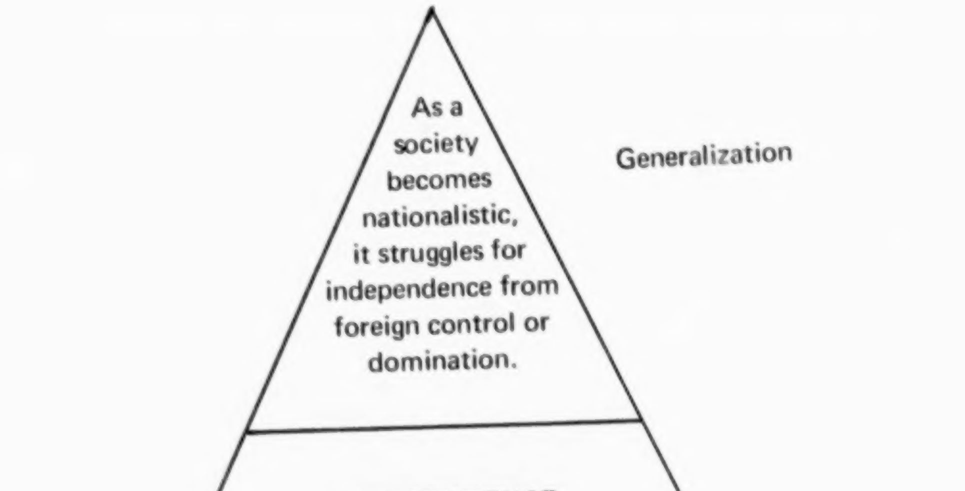
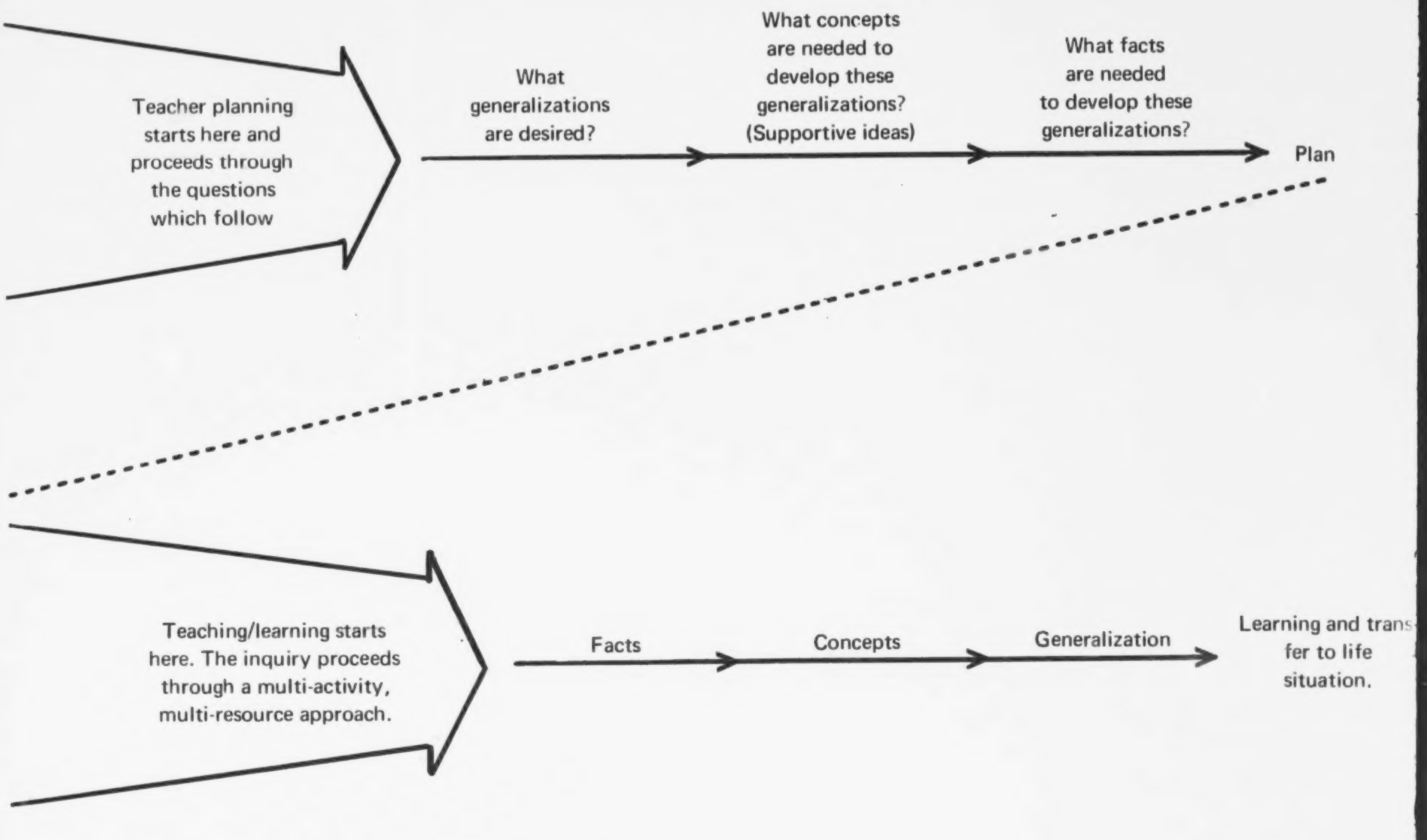
Generalizations represent the final development of insight and understanding on the part of the learner. It is for this reason that students need to develop their own generalizations, based on their own understandings, rather than have generalizations handed them to memorize. They should also learn to recognize data that contradict the generalizations they develop. The teacher should have in mind the generalizations he hopes students will develop, and then select the facts, concepts, and experiences which will lead to such generalizations. The following is an example from world history:

> As a society becomes nationalistic, it struggles for independence from foreign control or domination.

In order to arrive at such a generalization, the student must have made some extensive observation of facts concerning revolutions and must have an understanding of the abstract concepts of nation, nationalism, and independence. To illustrate:


As a society becomes nationalistic, it struggles for independence from foreign control or domination.
Generalization
INDEPENDENCE
NATIONALISM
NATION
Concepts
Spanish fight Napoleon
Bismarck unifies Germany
Mazzini champions a united Italy
Sun Yat-sen urges an end to foreign domination of China
Czechs defy Soviet Union
Facts

Planning for the development of concepts and generalizations is essential. The following diagram illustrates a possible strategy for planning the basic sequence of the learning experience.[4]


Teacher planning starts here and proceeds through the questions which follow
What generalizations are desired?
What concepts are needed to develop these generalizations? (Supportive ideas)
What facts are needed to develop these generalizations?
Plan
Teaching/learning starts here. The inquiry proceeds through a multi-activity, multi-resource approach.
Facts
Concepts
Generalization
Learning and trans
fer to life
situation.

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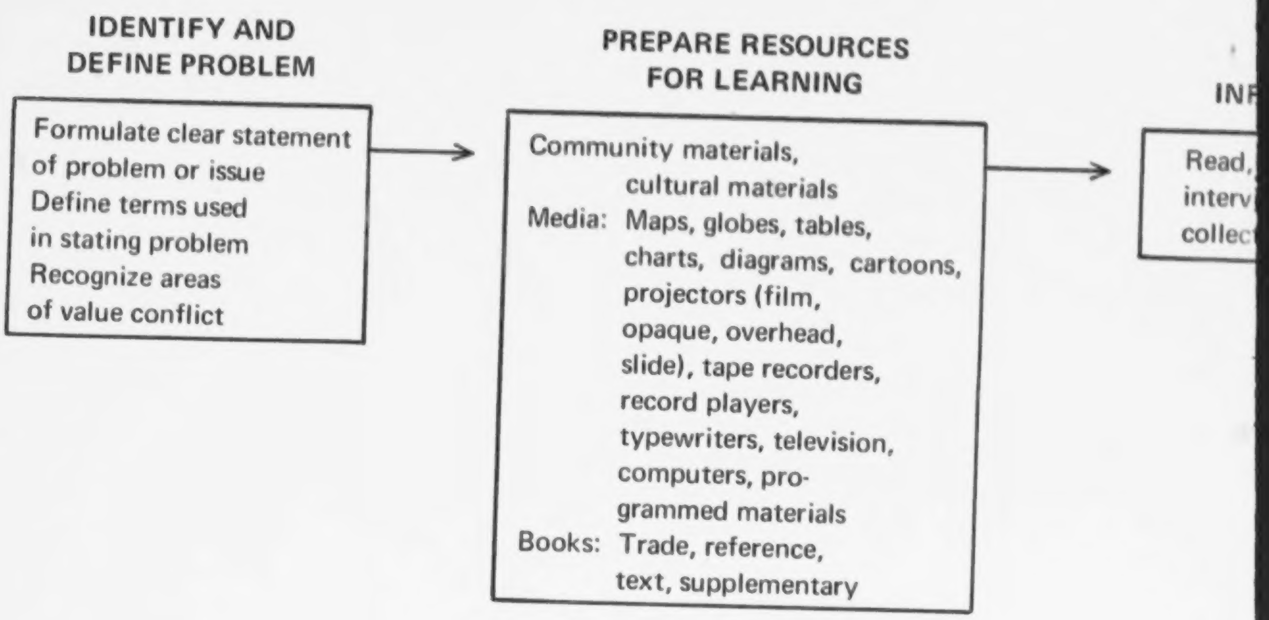
[4] Diagram adapted from *A Conceptual Framework for the Social Studies*, (Madison: Wisconsin Department of Public Instruction, 1967), p. 4.

For situations in which it is appropriate to use a problem-solving approach, the teacher might consider planning activities in a sequence similar to the following format. Students should be actively involved with the teacher in every stage of the problem-solving procedure.


IDENTIFY AND DEFINE PROBLEM
Formulate clear statement of problem or issue
Define terms used in stating problem
Recognize areas of value conflict
PREPARE RESOURCES FOR LEARNING
Community materials, cultural materials
Media: Maps, globes, tables, charts, diagrams, cartoons, projectors (film, opaque, overhead, slide), tape recorders, record players, typewriters, television, computers, programmed materials
Books: Trade, reference, text, supplementary
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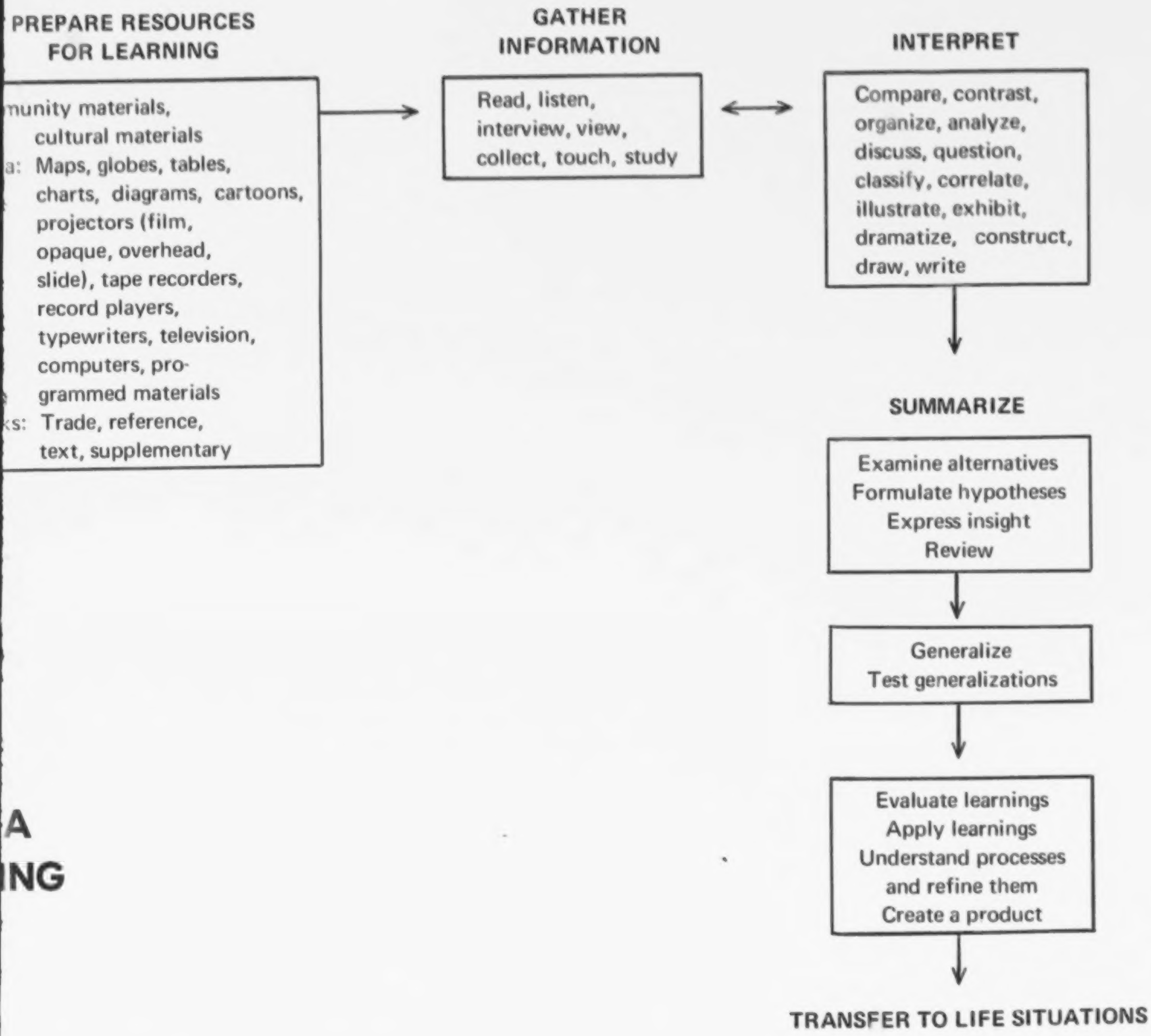
EXAMPLE OF A PROBLEM–SOLVING FORMAT

problem-solving approach, a sequence similar to the volved with the teacher in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cultural materials
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ks: Trade, reference, text, supplementary
GATHER INFORMATION
Read, listen, interview, view, collect, touch, study
INTERPRET
Compare, contrast, organize, analyze, discuss, question, classify, correlate, illustrate, exhibit, dramatize, construct, draw, write
SUMMARIZE
Examine alternatives
Formulate hypotheses
Express insight
Review
Generalize
Test generalizations
Evaluate learnings
Apply learnings
Understand processes and refine them
Create a product
TRANSFER TO LIFE SITUATIONS

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Basically, the preceding diagrams outline the activities to be used in unit planning. They present modes of inquiry.

As local planning proceeds to the development of the interdisciplinary unit, an approach similar to the following outline would aid in planning:

1. Establishing objectives of the unit.
2. Formation of a descriptive statement for the unit (e.g., this unit is a study of the role of the railroad in settling Wyoming).
3. Formation of leading questions (e.g., using your community as an example, how was it influenced by the presence or absence of the railroad?).
4. Planning for the specific skills to be developed (e.g., research, problem-solving, etc).
5. Planning for content sources (multi-media), considering the social science disciplines to be utilized. (In answering the leading questions, the student could use skills and techniques that characterize geography, economics, political science, and history.)
6. Planning for generalizations to be discovered. (Expected generalizations may be worded just as the teacher hopes they will be formulated by the student; e.g., "railroad activity built around a division point led to the economic growth of Green River." The teacher in planning, however, must recognize the likelihood of unexpected generalizations arising. He should actually encourage the possibility in unit procedures. Thus he must provide flexibility in his planning to allow adequate opportunities for exploring such generalizations.)
7. Planning for student opportunities to test the generalizations. (All generalizations should be tested and students should develop habits of proving all statements with logic and evidence.)
8. Planning for evaluation procedures for the unit.

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The Conceptual Framework

In the pages which follow, samples of concepts and generalizations are presented. The basic generalizations of the individual disciplines, as formulated by the Wisconsin and Colorado Social Studies groups appear first (pp. 20-21). These generalizations attempt to define the **structure** of the disciplines. *Concepts within each discipline are italicized.* Modern educators feel that the acquisition of an understanding of the structure of each social science discipline would help provide the citizen with the knowledge he needs for living in a democratic society.

Following the outline of basic discipline generalizations, samples are given of concepts and generalizations which might give direction to course content at each level in the scope and sequence.[5] It is not intended that the statements of the generalizations be considered exhaustive. They are intended as samples of those which might be developed. Nor is it intended that these samples, or further generalizations which might be developed by local committees, be taught as items to be committed to memory, but rather as illuminating ideas which will emerge from procedures previously outlined. Further, it is not intended that these generalizations serve as ultimate truths, but as descriptions of reality credible in the light of present scholarship.

In the level-by-level outlines, concepts are italicized in the first generalization presented in each level of each discipline. The basic goals of instruction as formulated by the National Council for the Social Studies (see p. 15) are also mentioned in the first example at each level. The chart is to be read from left to right. The basic topic of the generalization presented for history is extended across the page, through the other disciplines, in order to illustrate the possibilities inherent in the interdisciplinary social studies approach.

The vertical development of social studies concepts and generalizations is illustrated by the charts (pp. 34-35). By following a generalization through all levels and steps of progression the curriculum planner can see the growing complexity of social studies learnings. One generalization is given for each goal at each step of progression.

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[5] Materials on these pages adapted from Wisconsin Social Studies Committee's *A Conceptual Framework for the Social Studies* and the Colorado Advisory Committee on the Social Studies' *A Guide for Concept Development in the Social Studies* (Denver: Colorado Department of Education, 1967).

GENERALIZATIONS INCORPORATNIG MAJOR S

HISTORY	ANTHROPOLOGY-SOCIOLOGY
Change is inevitable, and the rate of change is uneven among and within societies.	*Man* is a unique being, and while each indi unique in some ways, greater similariti among men than dissimilarities.
Human experience is both continuous and interrelated. *(continuity)*	Man has unique, common *needs* which within a *social* setting through member *primary* and *secondary* groups.
Acts and events have both causes and consequences which are never simple and often complex. *(cause and effect)*	Within these groups man develops accepte and means of meeting his needs and copi the problems of living in these groups. The and means are called *institutions.*
People tend to judge or interpret the past in the light of their own times and experience. *(nature of evidence)*	A society's whole system of institutions, in the *artifacts* it produces, constitutes its *cult* cultures have some common characteristic *cultural universals.*
Each civilization has certain significant *values and beliefs* that evolve out of the developing culture, and in turn, influence its growth and development.	Individuals learn accepted ways of perc thinking, and behaving from their culture turn can effect changes in that culture becomes inefficient or self-defeating in m the needs of the society it serves. *(accultur assimilation, cultural change)*

CORPORATNIG MAJOR SOCIAL STUDIES CONCEPTS

ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
is a unique being, and while each individual is ue in some ways, greater similarities exist ng men than dissimilarities.	Every society creates *laws*. Penalties and *sanctions* are provided for violations of law.
has unique, common *needs* which are met in a *social* setting through membership in *ary* and *secondary* groups.	*Governments* are established by man to provide protection and services. In some governments people delegate authority; in others authority is imposed.
in these groups man develops accepted ways means of meeting his needs and coping with roblems of living in these groups. These ways neans are called *institutions*.	*Democracy* is government in which *decision making* is in the hands of the people who make their desires known through voting, political parties and pressure groups. Democracy seeks to protect the rights of individuals and minority groups.
ciety's whole system of institutions, including *rtifacts* it produces, constitutes its *culture*. All ures have some common characteristics called *ural universals*.	*Citizenship* involves varying degrees of *obligations* and *privileges* depending upon the form of government. An active, educated citizenry is essential to a democracy.
viduals learn accepted ways of perceiving, king, and behaving from their culture and in can effect changes in that culture as it omes inefficient or self-defeating in meeting needs of the society it serves. *(acculturation, milation, cultural change)*	There is a division of responsibility and an *interdependence* at all levels of government: local, state and national. All nations of the world are becoming more interdependent.

GENERALIZATIONS INCORPORATNIG MAJOR SOCIAL STUDI

ECONOMICS	GEOGRAPHY	
The conflict between unlimited natural and human resources is the basic economic problem. *Scarcity* still persists in the world today.	*Spatial relationship* exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time.	*Fa* *velo* *nee*
Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological *specialization (division of labor)* are the results of his desire to produce more, better, and faster.	*Maps* are representations of all or parts of the earth. They are used to record and analyze the spatial distributions and relationships of earth features and of people and their life on the earth.	Eac tall
Specialization leads to *interdependence* which demands a *market* where buyers and sellers can meet. The market, in turn, needs *money* which will serve as a medium of exchange, measure of value, and a store of value.	*Region* refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics.	Beh circ envi
All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way *land* (natural resources), *labor* and *management* and *capital* (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (*distribution*)	*Geographic linkage* is evident among countless human settlements through the exchange of messages, goods and services.	Man and can ing.
Public policy, derived from a people's value system, modifies the operation of the market to promote *economic growth, stability,* and *security* while attempting to minimize restrictions and injustices.	*New geographies* are created as people develop new ideas and technology, and as their appraisal and use of earth spaces change. They rearrange themselves, their activities and their creations over the earth and even modify features of the earth itself.	Man nally mor *stabi*

NCORPORATNIG MAJOR SOCIAL STUDIES CONCEPTS

GEOGRAPHY	SOCIAL PSYCHOLOGY
atial relationship exists between any place on th and all other places. A relationship between o or more locations involves direction, distance d time.	*Family interrelationships* facilitate *personality development* and satisfy psychological and emotional *needs.*
ps are representations of all or parts of the rth. They are used to record and analyze the atial distributions and relationships of earth atures and of people and their life on the earth.	Each human being is different physically, mentally, emotionally, and socially. *(uniqueness)*
gion refers to an area which is delimited as ing significantly different from other areas on e basis of one or more selected physical or ltural characteristics.	Behavior is caused and is caused primarily by circumstances within ourselves and within the environment. *(multiple causation)*
eographic linkage is evident among countless uman settlements through the exchange of essages, goods and services.	Man changes as he matures both physiologically and neurologically. Given physical readiness, man can change most specific behaviors through learning. *(maturation and learning)*
ew geographies are created as people develop ew ideas and technology, and as their appraisal nd use of earth spaces change. They rearrange hemselves, their activities and their creations over he earth and even modify features of the earth tself.	Man needs rules internally developed and externally applied to function best. These are known as moral and ethical standards. (*organization and stability*)

LEVEL I—GRADES K, 1 &

Broad introduction to group living, home, neighborhood and

HISTORY	ANTHROPOLOGY-SOCIOLOGY
Family customs and *traditions* are passed from *parents* to *children*. (8 Family) (12 Loyalty)	The family is the basic *social group*. (8 Family) (9 Morality)
Change may help some and hurt others.	Changes in a community do not always in progress.
Every person is important as an individual and has equal rights and liberties.	In their family, schools, and neighborhood, learn some of the same rules for getting alon each other such as cooperation, fairnes respect for others.
Being a member of a group requires many adjustments.	People in the same neighborhood usuall similar cultural traits.
Communities today differ from communities of earlier times. Change may still be seen going on in most communities.	People in neighboring areas who have a simil of living form a community or society.
Rapid growth creates difficult community problems.	Communities have many institutions to m needs of their people–schools, churches government units, hospitals, etc.

LEVEL I—GRADES K, 1 & 2

ction to group living, home, neighborhood and community, and the world.

ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
The family is the basic *social group*. (8 Family) (9 Morality)	*People* make *rules* in their *home, school* and *community* for their *safety* and *health. Punishment* follows when rules are broken. (7 Responsibility)
Changes in a community do not always indicate progress.	People working together are more effective when they respect the feelings of individuals and when they accept the differences found in the group.
In their family, schools, and neighborhood, people learn some of the same rules for getting along with each other such as cooperation, fairness and respect for others.	Individuals benefit when everyone obeys laws.
People in the same neighborhood usually have similar cultural traits.	Parents, teachers and others in a community can work together to bring about a desired change. Voting is a part of active citizenship.
People in neighboring areas who have a similar way of living form a community or society.	Local community makes its laws. People strive continually for justice and order through law and government.
Communities have many institutions to meet the needs of their people—schools, churches, local government units, hospitals, etc.	A democratically organized society or group reaches its highest peak of efficiency when each member assumes his full share of responsibility.

LEVEL I—GRADES K, 1 &

Broad introduction to group living, home, neighborhood and co

ECONOMICS	GEOGRAPHY
All members of a family are *consumers* and some are *producers.* (8 Family)	Each home is a unique unit with differences other *homes.* (8 Family)
Individuals in a family want more than they can have. They are constantly faced with choice.	Homes, schools, streets and sidewalks are mad earth materials. A new home or sidewalk chan the *neighborhood. Living things use air*, water, a food from the land.
Individuals in America are free to acquire property and to seek their living by making use of this property and production.	People work together to change their environm in order to meet many individual needs.
People of a community represent a variety of occupations.	A diagram showing the arrangement of the nei borhood is a type of map. Maps show directio and distance.
A community is linked to farms from which food is obtained. Farmers get machines and clothing from the stores and cities.	Some communities are small, some are large. So consist mostly of apartment buildings, offices a stores.
Growth in a community creates increased demands.	Where a community is located may have much do with its growth and development.

LEVEL I—GRADES K, 1 & 2

to group living, home, neighborhood and community, and the world.

GEOGRAPHY	SOCIAL PSYCHOLOGY
ch home is a unique unit with differences from ner *homes.* Family)	*Brothers* and *sisters* are different. (1 Individual) (8 Family)
mes, schools, streets and sidewalks are made of rth materials. A new home or sidewalk changes neighborhood. Living things use air, water, and d from the land.	Children develop in many different ways. Older children can do some things that younger children can do only with difficulty.
ople work together to change their environment order to meet many individual needs.	The family works together to meet individual needs.
diagram showing the arrangement of the neigh- rhood is a type of map. Maps show directions d distance.	Persons and things interact in various ways.
me communities are small, some are large. Some nsist mostly of apartment buildings, offices and res.	Children must have the opportunity to explain their own behavior.
here a community is located may have much to with its growth and development.	Children can identify their behavior or habit patterns in themselves and others.

LEVEL II—GRADES

Selected Communities of the World, United Sta

HISTORY	ANTHROPOLOGY-SOCIOLO
Some *communities change* more rapidly than others. (14 Progress)	*Human beings* everywhere are qui general body appearance. (1 Individual)
In a democracy we believe that individual and group differences should be respected.	Communities often cooperate to meet their people, but sometimes there among them.
People and events in far away places helped influence Wyoming.	The people of Wyoming have blen social, ethnic, and economic differen typical U. S. citizens.
Early records, libraries, newspapers and artifacts provide much information on the historical development of Wyoming.	All communities in the state hav customs, but they are not the same eve

LEVEL II—GRADES 3 & 4

Selected Communities of the World, United States Regions and Wyoming

	ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
han	*Human beings* everywhere are quite *alike* in general body appearance. (1 Individual)	*Rules* and *regulations* are a part of *community life* everywhere. (10 Justice) (12 Loyalty) (13 Peace) (14 Progress)
nd	Communities often cooperate to meet the needs of their people, but sometimes there is conflict among them.	There are communities outside the U. S. that are democratically organized, and the people who live in these communities have some of the same ideas held by people in the U. S.
ped	The people of Wyoming have blended various social, ethnic, and economic differences to form typical U. S. citizens.	People from many foreign countries settled in Wyoming and took an active part in shaping the policies established by the government.
cts ical	All communities in the state have laws and customs, but they are not the same everywhere.	Wyoming was a pioneer in the development of woman suffrage.

LEVEL II—GRADE

Selected Communities of the World, United

ECONOMICS	GEOGRAPHY
Because of limited *resources* and man's ever-increasing *needs*, each *community* must make the wisest possible use of all human and natural resources. (5 Conservation) (10 Justice) (11 Scarcity)	The *community* is located on a r There are many different comm *earth*. (3 Interdependence)
Governments differ greatly in the degree to which economic freedom is allowed.	Communities get food, clothing an needed from other communities. most communities trade with pe places.
Wyoming's economy depends on the development of its natural resources.	Wyoming is linked to other states a of the world in many ways. Co Wyoming are linked to other comm the state in many different ways.
Railroad, livestock, and mineral industries affected Wyoming's development.	Wyoming occupies a unique position States–population scarcity, occu physical features.

LEVEL II—GRADES 3 & 4

Selected Communities of the World, United States Regions and Wyoming

	GEOGRAPHY	SOCIAL PSYCHOLOGY
ever- e the tural (11	The *community* is located on a revolving *sphere.* There are many different communites on the *earth.* (3 Interdependence)	Man can *learn how to learn*—he is not just a *victim* of his *heredity* or *environment.* (1 Individual) (2 Intelligence)
hich	Communities get food, clothing and other things needed from other communities. The people of most communities trade with people of other places.	An appreciation of the value of individual differences should replace the various prejudices common to the intermediate age school child.
ment	Wyoming is linked to other states and other areas of the world in many ways. Communities in Wyoming are linked to other communities within the state in many different ways.	A child wishes to become a certain type of person.
ected	Wyoming occupies a unique position in the United States—population scarcity, occupations and physical features.	Behavioral expectations vary with changing circumstances.

LEVEL III—

United States History

HISTORY	ANTHROPOL
Our *colonial experience* helped to shape our national government and our Federal Constitution. (12 Loyalty)	People from many diff *ethnic groups* have settl (1 Individual)
The people of the United States have met their problems with varying degrees of success.	Cultural lag occurs wh institutions do not ke changes. This often creat
Prior to the arrival of the Europeans the Americas had highly developed civilizations.	A majority of Indian tural.
European conquest of Latin America halted the development of pre-Columbian civilization and the European culture became dominant.	The people of the Ameri faces and cultural backgr

LEVEL III—GRADES 5 & 6

United States History and The Western Hemisphere

ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
People from many different *social, economic,* and *ethnic groups* have settled in this country. (1 Individual)	In the United States the institutions of *representative government* were extended beyond those ever attempted by man before. (12 Loyalty)
Cultural lag occurs when changes in ideas and institutions do not keep up with technological changes. This often creates social problems.	Individualization and equality of opportunity, basic to democracy, are often challenged by the racist.
A majority of Indian civilizations were agricultural.	Pre-Columbian government varied from tribalism to nationalism.
The people of the Americas represent a variety of faces and cultural backgrounds.	The countries of the Western Hemisphere vary from democracies to dictatorship.

LEVEL III—GRADES 5

United States History and The Western

ECONOMICS	GEOGRAPHY
Only *simple machines* were used in Colonial America. (14 Progress)	As each group of settlers used the *na* *ments,* they found they developed diffe of living and working. (14 Progress)
The development of machines has changed America from an agricultural to an industrial society.	On the basis of selected elements or istics, such as land forms, populatio products, political diversions or draina significant single feature regions may eated.
In Latin American countries people have existed by subsistence agriculture, usually a one crop economy.	Since shelter, food and protection ar partially dependent upon the geograph area, the cultural development is li natural barriers.
There is an economic interdependence between the Western Hemisphere nations.	Size and topography of land areas, typ height of mountains, proximity to wate intensity of natural forces modify whe live. Cultures of Latin American countri located and studied according to geo areas.

LEVEL III—GRADES 5 & 6

ed States History and The Western Hemisphere

GEOGRAPHY	SOCIAL PSYCHOLOGY
ach group of settlers used the *natural ele-* *ts*, they found they developed differing ways ing and working. rogress)	*Behavior* varies with changing circumstances. (9 Morality)
he basis of selected elements or character- . such as land forms, population density, ucts, political diversions or drainage basins, icant single feature regions may be delin- l.	Role playing is important to the learning of appropriate role expectations.
shelter, food and protection are at least ally dependent upon the geography of an , the cultural development is limited by ral barriers.	Children of various cultures and societies develop some unique skills.
and topography of land areas, type of soil, nt of mountains, proximity to water and the nsity of natural forces modify where people Cultures of Latin American countries may be ted and studied according to geographical s.	Man needs rules internally developed and externally applied to function best. These are known as moral and ethical standards.

LEVEL IV—GRA

The Eastern Hemisphere, Governmen

HISTORY	ANTHROPOLOGY-
Certain patterns of *development* and *change* are common to many *cultures* in the *Eastern Hemisphere* and are products of what have gone before. (4 Culture)	In some societies a person station in a structure which or improvement. (*castes*) (4 C
All cultures do not agree on what constitutes progress.	Cultural variety enriches th munity.
In a democracy the people have the right to reform, alter, or change their government.	All societies attempt to esta government strong enough t insure their continuity.
The individual in a democracy participates in changes in political leadership.	Individuals first learn habits and authority in the family.
Change can bring a country to a position of leadership or can bring about a weaker position or its actual destruction.	Societies generally advance fr complex cultures. "Golden there is a simultaneous floweri intellectual, artistic, political, t
Man studies his problems of the past and the solutions reached by choice and accident, and evaluates their impact.	In many cultures, differences are recognized and each is enc his talents and personality as ful

EL IV—GRADES 7, 8 & 9

phere, Government Studies, Old World Backgrounds

NTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
ocieties a person is born to a certain a structure which permits no movement ment. (*castes*) (4 Culture)	Governmental changes sometimes occur when people feel their needs and desires are neglected by the existing government. (*change*) (14 Progress)
ariety enriches the entire human com-	In some cultures all of man's energies are directed at producing enough food to survive. In such cultures the concept of democracy may be poorly developed and seem unimportant to the individual.
ies attempt to establish some form of nt strong enough to preserve order and ir continuity.	Laws are made by all levels of government: school districts, municipalities, state, and national. Respect for law is essential to government.
ls first learn habits of obedience to rules rity in the family.	Individuals set up governments to provide stability and order. The government must be strong enough to maintain law and order but flexible enough to change when needed.
generally advance from simple to more cultures. "Golden Ages" occur when simultaneous flowering in several areas— al, artistic, political, technological, etc.	The origins of the democratic concept can be found in the history of Western Europe.
cultures, differences among individuals nized and each is encouraged to develop s and personality as fully as possible.	People may rebel against their government when it neglects the welfare of the people and frustrates their desire for a better life.

LEVEL IV—GRADES 7,

The Eastern Hemisphere, Government Studies, C

ECONOMICS	GEOGRAPHY
As basic *needs* among the people become more acute, ownership of lands and resources frequently reverts from "the few" to "the many". (14 Progress)	Diffusion of original and established cu relatively *homogeneous characteristi* physical and cultural features and occu political affiliations form the different the geographies of the earth. (4 Culture)
The type and system of government influences the distribution of goods and services; i.e., who receives them, and in what proportion.	The kinds, productivity, and strength o units and their spatial arrangements time.
The growing struggle for the tax dollar on the part of various units of government underscores the apparent scarcity of public resources.	Political units and their governments fun respect to each other in communitie states and nations in keeping with the on earth.
In a country where technology and automation are so highly refined, the pupil must be made aware of the need for an education which will be applicable to his ability and the community in which he lives.	Maps which show spatial arrangement tionships of people and things withi units are useful to the individual in his understand the interrelatedness of h family, community, nation and world.
The use of money, which replaced the barter system, helped bring revival of trade that marked the beginning of the modern era.	The origins and development of culture differential diffusion over the earth, cr ent geographies of the earth at different
Eighteenth century mercantilism prompted the rising national states to try to control completely their entire economy, both domestic and colonial, as commerce and capitalism increased.	International trade provides many ex linkage between people and nations.

LEVEL IV—GRADES 7, 8 & 9

Eastern Hemisphere, Government Studies, Old World Backgrounds

GEOGRAPHY	SOCIAL PSYCHOLOGY
Diffusion of original and established cultures and relatively *homogeneous characteristics* such as physical and cultural features and occupational or political affiliations form the different aspects of the geographies of the earth. (4 Culture)	Behavior can be evaluated in terms of *causes* and in terms of *moral and ethical standards.* (15 Self-realization)
The kinds, productivity, and strength of political units and their spatial arrangements change in time.	Man's behavior tends to be consistent, but different role behaviors can be expected.
Political units and their governments function with respect to each other in communities, counties, states and nations in keeping with their location on earth.	Man needs rules internally developed and externally applied to function best. These are known as moral or ethical standards.
Maps which show spatial arrangements and relationships of people and things within political units are useful to the individual in his attempt to understand the interrelatedness of himself, his family, community, nation and world.	A child must exert the necessary self-discipline to acquire his goals.
The origins and development of cultures and their differential diffusion over the earth, create different geographies of the earth at different times.	Mental health is dependent upon the individual's ability to operate within an ordered environment.
International trade provides many examples of linkage between people and nations.	Societies capitalize on individual differences in skills, interests, and ideas.

LEVEL V—GRADES 10 &

World Cultures and American His

HISTORY	ANTHROPOLOGY-SOCIOLOGY
The actions of the *great powers* now and in the past are very much a part of the development of the newly *independent peoples* of Asia and Africa. (3 Interdependence) (4 Culture)	Some changes are brought about by between contrasting *cultures;* some are about through *cooperation* and other means. (4 Culture)
People of different cultures have different points of view based on their customs and ways of living.	Modern times are characterized by great in cultural patterns ranging from very p societies in isolated areas to very highly in ized ones like the U. S. and those of Europe.
In the process of building and creating a new nation, Americans were influenced by inherited values, ideas, and institutions as well as by their environment and experiences.	Although composed of various racial an strains, most American people have simil needs, values, and desires.
The causes of great historical upheavals are always multiple and complex.	Inventions and discoveries in one field trigger developments and advances in fields.

LEVEL V—GRADES 10 & 11

World Cultures and American History

	ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
n the nt of frica.	Some changes are brought about by *conflicts* between contrasting *cultures;* some are brought about through *cooperation* and other peaceful means. (4 Culture)	*Nations* may need help in order to help themselves. (3 Interdependence)
oints iving.	Modern times are characterized by great diversity in cultural patterns ranging from very primitive societies in isolated areas to very highly industrialized ones like the U. S. and those of Western Europe.	Non-western nations have systems of law that are the product of their customs and values.
new erited their	Although composed of various racial and ethnic strains, most American people have similar basic needs, values, and desires.	The extension of the principles of democracy to all of the citizens of the U. S. has not yet been accomplished.
lways	Inventions and discoveries in one field usually trigger developments and advances in related fields.	In the 20th century the U. S. has assumed its position as a world power and consequently its actions profoundly affect other nations.

LEVEL V—GRADES 10 & 11

World Cultures and American History

ECONOMICS	GEOGRAPHY
An *underdeveloped* culture *area* with a dense population may be faced with the problems of dedicating inadequate resources to both the raising of more food for immediate consumption and the building of a dam for hydro-electric power. *(Choice)* (4 Culture)	*Area relationships* tend to increase with technological development; conversely, *technological development* tends to accelerate as *linkages* among cultural areas increase. Industrial development takes place at an uneven rate due to the cultural traits and nature of natural elements available. (4 Culture) (14 Progress)
Some totalitarian states attempt to ease the problems of scarcity by government ownership of material means of production and by denial of choice as to consumption.	Culture regions have developed out of the long continued appraisal and human occupancy of uniquely endowed segments of the earth.
The principle of free, competitive enterprise, in which individuals and private organizations are expected to undertake projects and carry on daily tasks without prodding from the government, has characterized the American economic system from its earliest beginnings.	The discovery of the Americas extended man's knowledge of earth size, shape, and movements, and of relative locations on earth. This extension of knowledge is still going on with more intensive study of the earth's size and shape made possible by technological developments.
At various times in American history, the desire for increased production and domestic stability has prompted direct government subsidies, lower taxes, and higher tariffs.	The expansion of the U. S. to the Pacific Coast and beyond and the addition of new states changed ideas of spatial relationships. Technological development and knowledge continues to change some of these relationships both within the nation and of the U. S. with other areas of the earth.

LEVEL V—GRADES 10 & 11

World Cultures and American History

GEOGRAPHY	SOCIAL PSYCHOLOGY
Area relationships tend to increase with technological development; conversely, *technological development* tends to accelerate as *linkages* among cultural areas increase. Industrial development takes place at an uneven rate due to the cultural traits and nature of natural elements available. (4 Culture) (14 Progress)	Seldom is there an entirely correct *behavior.* (15 Self-realization)
Culture regions have developed out of the long continued appraisal and human occupancy of uniquely endowed segments of the earth.	One's self concept determines much of his behavior.
The discovery of the Americas extended man's knowledge of earth size, shape, and movements, and of relative locations on earth. This extension of knowledge is still going on with more intensive study of the earth's size and shape made possible by technological developments.	Some traits are attributed to heredity; some to environment.
The expansion of the U. S. to the Pacific Coast and beyond and the addition of new states changed ideas of spatial relationships. Technological development and knowledge continues to change some of these relationships both within the nation and of the U. S. with other areas of the earth.	Correctness is more difficult to determine as complexity increases.

LEVEL V—ADDENDA

Suggested Electives and Grade

HISTORY	ANTHROPOLOGY-SOCIOLOGY
Urbanization, industrialization, and *migration* are bringing about changes that are creating new problems that demand critical analysis by informed citizens. (15 Self-realization)	People the world over are demanding a fairer sh of the world's goods so they can raise th *standard of living.* This is often referred to as t *"revolution of rising expectations."* (11 Scarcity)
Patterns of behavior are largely products of the past. In order to arrive at solutions to new problems, this must be taken into account.	The family is a major instrument for molding on viewpoint on practically all important issues everyday life.
Problems are the price of progress, and progress generally involves struggle. Failure to solve its problems may lead to disintegration of a society.	Societies with advanced technological cultur often help less developed areas achieve a great degree of modernity and prosperity, but unde developed areas do not necessarily wish to copy aspects of advanced cultures.
Every policy (including doing nothing at all) involves certain risks. Rational and objective consideration of alternatives reduces the possibility of error.	Human nature is basically similar throughout th world. But humans take on the characteristics their culture—indeed they become "human" they acquire its values, knowledge and skills.
Each impression of an event is influenced by the experience and culture of the observer.	People tend to accept technological changes mor readily than changes in the non-material aspects their culture. This creates social problems and eve crises that can be overcome by cooperative effor
Equal treatment and justice for all citizens are important goals for democracy.	In all societies, informal controls of behavior, suc as customs and mores, are reinforced by mor formal controls, such as laws and institutions.

LEVEL V—ADDENDA

uggested Electives and Grade 12

ANTHROPOLOGY-SOCIOLOGY	POLITICAL SCIENCE
ople the world over are demanding a fairer share the world's goods so they can raise their *andard of living.* This is often referred to as the *evolution of rising expectations."* 1 Scarcity)	As nations grow closer together through communication, transportation, and interdependence, the demand and need for *international law* increases. (3 Interdependence)
he family is a major instrument for molding one's ewpoint on practically all important issues of veryday life.	Dictators often emerge after a nation goes through long years of unrest, war, civil strife, or economic disorders.
ocieties with advanced technological cultures ften help less developed areas achieve a greater egree of modernity and prosperity, but undereveloped areas do not necessarily wish to copy all spects of advanced cultures.	Democratic government is not easily or rapidly secured nor easily maintained.
Human nature is basically similar throughout the world. But humans take on the characteristics of their culture—indeed they become "human"—as they acquire its values, knowledge and skills.	Autocracy, or similar centralization of power in one man, or body, develops when citizens shirk their responsibilities.
People tend to accept technological changes more readily than changes in the non-material aspects of their culture. This creates social problems and even crises that can be overcome by cooperative effort.	All nations in the modern world are part of a global, interdependent system of economic, sociological, cultural, and political life.
In all societies, informal controls of behavior, such as customs and mores, are reinforced by more formal controls, such as laws and institutions.	The judicial systems of most countries try to resolve conflicts over rights, liberties, and obligations.

LEVEL V—ADDENDA

Suggested Electives and Grade 12

ECONOMICS	GEOGRAPHY	
Despite an apparent abundance in America today, such economic problems as more *equitable distribution of income* and the need to match *productive capacity* to newly created wants present challenges. (15 Self-realization)	Geography is concerned with observing, recording, analyzing and understanding *spatial or areal distributions, associations, interrelationships,* and *movements of geographic elements,* and their significance for people and places. (5 Conservation)	*Menta* ability (15 Se
Automation, the apparent ultimate in specialization, is presently compounding the problems inherent in unemployment and occupational relocation.	The initial step in scientific study of the planning and use of an area is to observe, measure and map significant geographic elements, such as people, earth resources, uses of land, etc.	Societ interes
Decreasing net income per farm appears to be the result of too many farm products competing for the consumer's dollar while production costs continue to mount.	There are regions within cities. Examples are the central business district, wholesale warehouse districts, etc. There are also regions of industrial cities such as the Pittsburgh area or the Ruhr Valley of Germany, regions of port cities, or regions of small trading-shipping cities.	Laws. vide affairs
A sound national economy with reasonably full employment is dependent upon the degree to which Gross National Product is purchased.	Economic, cultural, and political systems may be associated with densities of population resource.	A ma functi modi
The Federal Reserve System influences the entire credit system of American banking and business in order to alleviate situations which contribute to a boom-bust cycle.	Cities develop at unique locations where people and institutions are concentrated in order to perform services or produce goods for themselves and for a surrounding region or hinterland.	Objec
In some countries government planners make most critical economic decisions.	Change resulting from spatial interaction may produce serious social, economic and political problems.	Social and s

LEVEL V—ADDENDA

Suggested Electives and Grade 12

GEOGRAPHY	SOCIAL PSYCHOLOGY
Geography is concerned with observing, recording, analyzing and understanding *spatial or areal distributions, associations, interrelationships*, and *movements of geographic elements*, and their significance for people and places. (5 Conservation)	*Mental health* is dependent upon the individual's ability to operate in an *ordered environment*. (15 Self-realization)
The initial step in scientific study of the planning and use of an area is to observe, measure and map significant geographic elements, such as people, earth resources, uses of land, etc.	Societies capitalize on individual differences in interests, skills and abilities.
There are regions within cities. Examples are the central business district, wholesale warehouse districts, etc. There are also regions of industrial cities such as the Pittsburgh area or the Ruhr Valley of Germany, regions of port cities, or regions of small trading-shipping cities.	Laws, customs, social codes, and institutions provide a certain degree of predictability in human affairs.
Economic, cultural, and political systems may be associated with densities of population resource.	A man learns to modify his own behavior to function in his environment. He also learns to modify his environment.
Cities develop at unique locations where people and institutions are concentrated in order to perform services or produce goods for themselves and for a surrounding region or hinterland.	Objectivity is essential in analyzing problems.
Change resulting from spatial interaction may produce serious social, economic and political problems.	Social differences generate from man's economic and social affairs.

SCOPE AND SEQUENCE

LEVEL I (Kdg., Grades 1 & 2)
(Steps of Progression-1, 2 & 3)
Step 1-Home and School
Step 2-Home, School and Neighborhood
Step 3-Community Life (Near Home)

A broad introduction to group living. Both formal and informal activities should be provided to give the student needed social skills and understandings of his rights and responsibilities. Every opportunity should be used to informally expand the young student's awareness of the world about him.

LEVEL II (Grades 3 & 4)
(Steps of Progression-4 & 5)

Step 4-A formal study of selected communities of the world. Topics should be selected to give the students an understanding of the varying ways of life.

Step 5-United States Regions and Wyoming.

LEVEL III (Grades 5 & 6)
(Steps of Progression-6 & 7)

Step 6-Introduction to United States History.

Step 7-Depth study of Western Hemisphere (Canada and Latin America) with continuation of emphasis on varying ways of life.

LEVEL IV (Grades 7, 8 & 9)
(Steps of Progression-8, 9 & 10)

Step 8-Depth study of selected areas of the Eastern Hemisphere (Africa, Asia, Middle East, and Australia.)

Step 9-Government Studies (Civics)-local, state, national, and international. A study of careers may be incorporated in schools having no other provision for it.

Step 10-Old World Backgrounds to the American Revolutionary Period.

LEVEL V (Grades 10, 11 & 12)
(Steps of Progression-11, 12 & 13)
Step 11-American History.
Steps 12 & 13-World Culture and Suggested Electives.

ABBREVIATIONS:	
A—Anthropology	H—History
PS—Political Science	E—Economics
S—Sociology	G—Geography
	SP—Social Psychology

GOALS OF THE SOCIAL STUDIES PROGRAM	STEP 1 (Kinder
1. Recognition of the dignity and worth of the individual. INDIVIDUAL	**PS** Others have rights.
2. The use of intelligence to improve human living. INTELLIGENCE	**S** Families and schools pro ties for young people to lear
3. Recognition and understanding of world interdependence. INTERDEPENDENCE	**E** All members of a famil limited number are produc services.
4. Understanding the major world cultures and culture areas. CULTURE	**G** Each home is a unique uni
5. The intelligent uses of the natural environment. CONSERVATION	**G** Earth materials have been homes and schools. Different used to build new homes or s
6. The vitalization of our democracy through an intelligent use of our public educational facilities. EDUCATION	**A** As people learn various satisfaction and enjoyment.
7. The intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action. RESPONSIBILITY	**PS** Families and schools nee tions for the good of all.
8. Increasing the effectiveness of the family as a basic social institution. FAMILY	**S** The family is the basic socia
9. The effective development of moral and spiritual values. MORALITY	**H** Holidays commemorate o tage.
10. The intelligent and responsible sharing of power in order to attain justice. JUSTICE.	**PS** People make rules in their community for their safety an
11. The intelligent utilization of scarce resources to attain the widest general well-being. SCARCITY	**SP** Each human being has basi
12. Achievement of adequate horizons of loyalty. LOYALTY	**PS** Some authority is divided b and school.
13. Cooperation in the interest of peace and welfare. PEACE	**H** What people do and say affe
14. Achieving a balance between social stability and social change. PROGRESS	**H** Change may help some others.
15. Widening and deepening the ability to live more richly. SELF-REALIZATION	**A** We may learn to enjoy actio games, or still objects like pict or sounds like poems and musi

STEP 1 (Kindergarten)	STEP 2 (First Grade)	STEP 3 (Second Grade)	
Others have rights.	**PS** Every person is important as an individual and has equal rights, liberties, and responsibilities.	**PS** A democratically organized society reaches its highest peak of efficiency when each member assumes his full share of responsibility.	A g
'amilies and schools provide the opportuni- for young people to learn.	**A** The new things people learn help them change their homes and neighborhoods.	**H** Everything in print is not necessarily the truth.	E h c
All members of a family are consumers; a ted number are producers of goods and ices.	**E** People in a community represent a variety of occupations.	**G** The community is linked to the farms from which food is obtained. Farmers get machines and clothing from stores and factories in the cities.	G sc m pl
ach home is a unique unit.	**H** Family customs and traditions are passed on from parents to children.	**S** Communities are made up of various groups of people—families, religious groups, and people of similar national origins.	H o
arth materials have been used to build our nes and schools. Different materials may be l to build new homes or schools.	**G** In a neighborhood some land is used for houses, some for schools, churches, and stores.	**G** By using construction specialists such as roofers, electricians, and plumbers, families and communities are able to build homes and schools efficiently.	G w u
As people learn various skills, they gain sfaction and enjoyment.	**H** Much can be learned from books, magazines, and newspapers.	**PS** The state collects taxes and gives some of the money to pay for schools.	E se ar
Families and schools need rules and regula- s for the good of all.	**SP** Being a member of a group requires many adjustments.	**PS** Adults elect men and women from their communities to operate the local government including the schools.	H m ha
ne family is the basic social group.	**S** People work together in their homes, schools, and neighborhoods to help meet their basic needs and wants.	**E** To obtain the things needed, people must do useful work, usually away from home.	A di
olidays commemorate our historical heri-	**A** Many basic values and beliefs are learned early in life from families, schools, neighborhoods, and religious groups.	**A** Communities close together tend to establish individual and group behavior patterns members must follow to remain in good group standing.	PS m pe
eople make rules in their home, school, and munity for their safety and health.	**PS** People benefit when everyone obeys laws. Fire drill rules and playground rules are examples of how the school protects its pupils.	**PS** Local communities make laws. People strive for justice and order through law and government. People are punished for not obeying laws.	PS th al
ach human being has basic needs.	**E** Individuals and families want more than they have. They are constantly faced with choices.	**E** A person may save part of his income; these savings, in turn, may be used to build stores, barber shops, and factories.	E ev m an
ome authority is divided between the home school.	**G** Homes are linked to other homes in the community through playmates, those who bring the newspapers, and those who serve their needs.	**H** In a democracy, all persons should be considered as individuals and be judged on their own merits.	PS St in id
hat people do and say affects others.	**S** People working together are more effective when individual feelings are respected and differences found in the group are accepted.	**E** Community goods and services are produced by its government; individuals pay for government goods and services through taxes.	A ne co
hange may help some people and hurt rs.	**PS** Parents, teachers, and others in a community can work together to bring about a desired change.	**S** Changes in a community do not always indicate progress.	S in po
e may learn to enjoy action like dances and s, or still objects like pictures and nature, unds like poems and music.	**E** Individuals in America are free to acquire property and use it for their happiness as long as they do not interfere with others.	**S** Communities have many institutions to meet the needs of their people—schools, churches, art galleries, hospitals, museums, and concert halls.	S tu th cu

3 (Second Grade)	STEP 4 (Third Grade)	STEP 5 (Fourth Grade)
ally organized society reaches of efficiency when each mem- ll share of responsibility.	**A** Human beings everywhere are quite alike in general body appearance.	**H** Wyoming was the pioneer state in giving equal rights to women.
print is not necessarily the	**E** Man's effective use of machines has increased his productivity and influenced his and his community's standard of living.	**G** The people of Wyoming have learned to utilize natural resources in the state and are attempting to prevent waste.
ty is linked to the farms from btained. Farmers get machines om stores and factories in the	**G** Some communities are in farming regions, some in forests, some have factories. People of most communities trade with people in other places.	**S** Wyoming exchanges beef and mineral products for food and manufactured goods with other states and foreign countries.
are made up of various groups es, religious groups, and people al origins.	**H** Customs and ways of doing things often outlive their usefulness.	**G** Rugged physical features, scarcity of people, and an abundance of wildlife has helped to retain an aspect of pioneer life in Wyoming.
nstruction specialists such as ans, and plumbers, families and e able to build homes and ly.	**G** Farmers, miners, fishermen, or factory workers use the earth in different ways. Some use it carefully; some wastefully.	**G** Although some of the land in Wyoming is arid, oil and minerals in the ground have produced wealth. Dams have been constructed to hold water for irrigation.
llects taxes and gives some of y for schools.	**E** What people earn and demand in goods and services depends greatly on how skilled they are and how much their skills are needed.	**H** Early records, diaries, newspapers, artifacts, and historic sites provide much information about the historical development of Wyoming.
t men and women from their operate the local government hools.	**H** Every community makes certain decisions on matters of public concern that may help or harm future growth and development.	**PS** Because of the high respect for the individual, people in Wyoming have established law and order from a lawless society.
e things needed, people must do ally away from home.	**A** Different patterns of family life are found in different communities.	**H** Families from many parts of the world settled in Wyoming.
close together tend to establish group behavior patterns members emain in good group standing.	**PS** Rules and regulations are a part of community life everywhere. Self-discipline enables people to live and work in harmony.	**S** Missionaries were among the pioneers who came to Wyoming. They tried to teach spiritual and moral values to Indians and settlers.
unities make laws. People strive order through law and govern- e punished for not obeying laws.	**PS** Governments in the world vary greatly in the degree to which economic freedom is allowed, and in political freedom allowed.	**PS** There are state laws as well as local rules and regulations. People cannot work and live together without laws.
y save part of his income; these n, may be used to build stores, nd factories.	**E** Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.	**G** Interest in conservation of natural resources has resulted in the establishment of parks, forest preserves, wilderness areas, and in laws to protect game and fish.
ocracy, all persons should be ndividuals and be judged on their	**PS** There are communities outside the United States that are democratically organized. People in these communities have some of the same ideas held by people in the U. S.	**H** Wyoming people have often been leaders in bringing new improvements to the state and to the entire nation.
goods and services are produced ent; individuals pay for govern- d services through taxes.	**A** Communities often cooperate to meet the needs of their people, but sometimes there is conflict among them.	**S** The people of Wyoming have blended various social, ethnic, and economic differences to form typical American citizens.
a community do not always ss.	**S** Changes do not occur at the same time or rate in all communities. Education makes changes possible and usually beneficial.	**E** Economic limitations of frontier self-sufficiency had to be accepted until adequate means of transportation and communication were established.
s have many institutions to meet eir people—schools, churches, art itals, museums, and concert halls.	**S** Nearly all communities provide some opportunities for self-expression of members and for their pleasure and satisfaction through their culture.	**G** The beauty of the environment influences the people. The beauty of Wyoming mountains and wildlife has brought artists to Wyoming and has resulted in beautiful paintings and stories.

STEP 6 (Fifth Grade)

PS Under a free government, individuals have many opportunities for self-development.

E The idea, "dignity of labor," has resulted in a reasonable reward for work and economic development.

H Events in Europe influenced the historical development of the countries in the Western Hemisphere.

A Cultural differences among groups stem from their different backgrounds and experiences and may represent various stages of development.

E In underdeveloped areas of the world, people tend to be under-nourished and ill-housed because they lack the machines (capital) to produce goods and services efficiently.

S Americans believe educated citizens are needed to make a democracy work, and they have a unique system of free public education.

A In a democracy we believe people should behave in ways that do not interfere with others' rights.

S Many important group attitudes and biases are developed within the family.

S Every reform began as an individual's private opinion. Moral and spiritual codes are best suited to control society's behavior.

PS People working in groups and governmental agencies can assist all levels of government and increase efficiency of operation.

G Man modifies his environment to meet his needs.

A The varied backgrounds of the many groups that came to the Western Hemisphere have blended to form new regional culture patterns.

PS Local, state, and national governments often assist one another in meeting the needs of the people.

A Some changes are brought about by conflicts between conflicting cultures; some through cooperation and other peaceful means.

A As people met their basic needs, they had more time for self-expression through the arts: literature, music, painting, and sculpture.

STEP 7 (Sixth Grade)

H Not all cultures value freedom and human liberty equally.

E The people of Latin America are impatiently searching for ways to improve their standard of living.

E Nations need help to help themselves. Failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.

A People of different cultures have different points of view based on their customs and manner of living.

E Distribution of natural resources on earth is significant to economic, social, and political development. Man uses its resources for his benefit, and may remove, modify, or destroy them.

PS As cultures and technology become more complex, there is a need for better educational institutions and larger governmental units.

PS Governments differ from country to country, but power ultimately rests on consent of the governed. Governments providing peaceful change of leadership are more prosperous.

S Habits of obedience to rules and authority are first learned in the family.

H The Roman Catholic Church has had an important influence on the moral and spiritual values of Latin America.

PS All cultures have systems of laws to promote order, and, as a society becomes more complex, it requires and develops more laws.

G An underdeveloped area with dense population faces the problem of using inadequate resources for raising needed food and also providing for expansion of industry.

E In some cultures all man's energies are needed to produce enough food to survive. In such cultures the concept of democracy may be poorly developed and seem unimportant to individuals.

A Conflict among groups tends to be reduced when they understand and appreciate each other's culture.

A All cultures do not agree on what constitutes progress. Powerful groups, institutions, and traditions often oppose change.

A All cultures have been enriched by the contributions of talented persons in technology, the arts, and government.

STEP 8 (

PS Totalitarian stat
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H Facts may often b
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G Industrial developm
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PS Laws and customs
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STEP 8 (Seventh Grade)	STEP 9 (Eighth Grade)	STEP 10 (Ninth Grade)
PS Totalitarian states place all power in the governing body and tend to subordinate the rights of the individual.	**S** Different societies have different attitudes and values toward the rights of the individual as related to the state.	**A** In some societies, social class is determined by birth.
H Facts may often be interpreted in more than one way.	**H** It is difficult to separate fact from fiction. Every person has his biases. We must evaluate what we see and hear.	**H** Certain patterns of development and change are common to many cultures.
E Through international trade, each country has a large market and, therefore, can expand its production. Increased trade means greater interdependence among nations.	**PS** International organizations and agreements attempt to prevent any one nation from becoming overly powerful.	**H** Political and social movements in one nation affect other nations.
S Modern times are characterized by great diversity in cultural patterns, from primitive societies to highly industrialized ones like the United States and Europe.	**S** Contemporary cultures use political principles and methods established by earlier cultures and modify them to fit their own needs.	**H** Man studies his problems of the past and the solution reached and evaluates their impact.
E A country will tend to specialize in producing goods and services that require large quantities of its abundant and cheap resources.	**PS** The kinds, productivity, and strength of political units and their spatial arrangements and relationships change in time.	**G** People's economic well-being and development and sometimes their survival have been based on their use of the earth.
H The development of social, educational, political, and economic institutions is always influenced by what has gone before.	**E** To meet the growing demands for technical and professional specialization, various units are engaged in education for these fields.	**H** Many of our educational institutions (the University, for example) grew from European roots.
PS In all democracies decision-making lies in the people, but democracies differ in the separation of powers and division of authority.	**PS** The organization, regulation, and administration of government are the concern of every active citizen.	**H** People may rebel against government if it neglects the welfare of the people.
G Culture regions have developed out of long continued appraisal and human occupancy of uniquely endowed segments of the earth.	**PS** Group living requires some institutional framework for making and enforcing decisons. This results in organized government.	**H** People and institutions require flexibility to adjust to new circumstances.
S Some societies have been destroyed by bitter internal conflicts of the group; but often such groups cooperate for the general good.	**S** The political views and ethical ideals a people hold affect the whole culture and often give it a distinctive character.	**H** Much of our religious heritage grows from the Middle East.
PS Citizenship has different meanings in different cultures.	**PS** The freedoms listed in the Bill of Rights are basic to our concept of democracy, and involve the obligation to see others receive them.	**E** Mercantilism prompted rising nation states to try to control both their domestic and colonial economy.
G Industrial development takes place at an uneven rate due in part to the cultural traits and in part to the nature and availability of natural elements.	**E** The growing struggle for the tax dollar on the part of various units of government underscores the apparent scarcity of public resources.	**H** As the feudal period came to an end scarcity among tenants became acute as the process of enclosure began.
PS Laws and customs serve a purpose in the country in which they evolve regardless how strange and different they may seem to us.	**H** To bring about order, governments may find it necessary to interfere with some of the freedoms of the individuals.	**PS** Laws are an outgrowth of people's values and customs.
S There are many conflicts between the “haves” and “have nots” within a society and between different societies of the world.	**S** All societies attempt to establish some form of government strong enough to preserve order and insure their continuity.	**PS** The use of the United Nations to settle disputes between nations is one alternative to war.
H Powerful groups, individuals, institutions, and traditions often oppose change.	**H** In a democracy we expect that changes in political leadership will take place peacefully.	**H** Active, alert people working through established institutions have been able to influence government, or have established new governments.
S The same level of material culture may not be beneficial to or desired by all societies. Cultural ariety enriches the entire human community.	**E** If healthy competition is to be maintained in a substantially free economy, the government may need to “police” the economy to control undesirable trends.	**H** “Golden Ages” occur when there is a simultaneous flowering in several areas.

STEP 10 (Ninth Grade)	STEP 11 (Tenth Grade)	STEPS 12 & 13 (World Cultures and Electives)
ome societies, social class is determined h.	**H** Students should be aware of the importance of their attitudes and actions concerning the many threats to individual freedom.	**H** Each impression of an event is influenced by the experience and culture of the observer.
ain patterns of development and change nmon to many cultures.	**E** Understanding of factors as political stability, economic strength, and military power will show students how the U. S. became a world power.	**H** Equal treatment and justice for all citizens are important goals for democracy.
tical and social movements in one nation other nations.	**PS** In the 20th century the United States has assumed the position as a world power and, consequently, its actions profoundly affect other nations.	**PS** As nations grow closer together through communication, trade, etc., the demand and need for international law increases.
studies his problems of the past and the n reached and evaluates their impact.	**S** Modern means of transportation and communication, particularly the mass media, are increasingly standardizing our culture and reducing regional differences.	**E** Each culture region reveals the effect of the processes of economic development typical of the region.
le's economic well-being and development nd sometimes their survival have been n their use of the earth.	**G** The particular spatial arrangements of natural resources in the United States have influenced the political, economic, and social developments and their area arrangements.	**S** Natural resources remain basically the same but human resources change.
y of our educational institutions (the ity, for example) grew from European	**H** Testing the validity and accuracy of reports of historical events is difficult but essential.	**S** As cultural changes introduce new demands on the individual continuing education may be essential.
le may rebel against government if it the welfare of the people.	**P** With the introduction of recall, referendum, initiative, and direct election of senators, the people may make the government more responsive to their wishes.	**G** As population density increases the possibility of conflict increases.
le and institutions require flexibility to o new circumstances.	**E** Job types, number of jobs open, and amount earned all depend on how much income is spent or saved, and savings spent.	**E** Despite modern abundance economic problems still exist.
n of our religious heritage grows from dle East.	**S** Moral and spiritual values in America transcend state boundaries and other sectionalism.	**H** Every policy (including doing nothing) involves certain risks.
antilism prompted rising nation states to ontrol both their domestic and colonial y.	**PS** Laws and court decisions influence human behavior and help to change people's ideas and attitudes.	**H** Dictators often emerge after nations have gone through long years of unrest, civil strife, etc.
ne feudal period came to an end scarcity tenants became acute as the process of e began.	**E** The Industrial and Agricultural Revolution created surpluses of consumer goods and a scarcity of raw materials and, therefore, brought about an increased exchange of goods.	**G** Because man must use natural resources to survive, he learns to utilize them to his best advantage.
s are an outgrowth of people's values oms.	**H** Federal power has been increasing and power of the states decreasing.	**PS** UNESCO is an example of man's attempt to recognize differences in the history and culture of peoples.
use of the United Nations to settle between nations is one alternative to	**S** Racial and ethnic tensions and conflicts among groups, resulting from historical factors, can be settled through cooperation.	**PS** Democratic government is not easily or rapidly secured or easily maintained.
e, alert people working through established institutions have been able to influence ent, or have established new govern-	**H** Technological developments tend to hasten economic and social change.	**S** Urbanization is bringing about problems that demand critical analysis by informed citizens.
lden Ages" occur when there is a eous flowering in several areas.	**S** As our standard of living has risen, our needs and wants have increased and so have our ways of satisfying them.	**H** Freedom of expression has inspired people into creative arts and aesthetic appreciation.

SCOPE
AND

SEQUENCE CHART

The skills which students learn in social studies are more necessary for democratic citizenship today than ever before. In the rural period of American history, citizenship skills tended to develop naturally out of the citizen's personal participation in local government. With the growth of urbanization, government for millions of citizens tends to become impersonal and remote. With the growth of technology, society has become incredibly complex.

When a citizen attempts to speak out on society's problems, he often finds that effective communication requires an intimate knowledge of complicated problems. He often finds that he lacks the economic knowledge to comment on taxes; the sociological or anthropological knowledge to comment on race relations; the historical or political knowledge to comment on electoral reforms. Millions have reached the point of failing to perform the minimal act of political participation–voting. Others may speak and act in ignorance.

It is clear today that we need citizens who:

accept their civic responsibilities;

know acceptable techniques of social action;

assume a personal responsibility to contribute to the solution of America's problems;

work for peace and justice in the world.

Such citizens must:

be able to distinguish between proof and propaganda;

know how to find the facts needed in order to assert themselves politically;

know how to read, listen, and think critically;

know how to organize information into effective speeches and lucid composition;

know how to work in groups efficiently;

know how to analyze human problems with perspective.

Social studies must provide the opportunities to develop such citizens through its skills program.

SUGGES

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The material following p
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SUGGESTED SKILLS FRAMEWORK

FOR THE CONTENT OF THE K-12 PROGRAM

The material following presents brief reminders and suggestions for the curriculum planner and teacher. Excessive detail has been avoided for the sake of utility and readability. Examples of teaching strategies included with many of the skills presented are meant to be suggestions and not exhaustive lists. Nine skill categories are presented. Samples of specific skills listed are introduced in the chart at the approximate level at which students should be introduced to the skill. Planned development of the skill should continue throughout levels above the point of introduction. The sample teaching strategies which might reinforce the development of the skill are also placed at the point in the levels at which beginning such an activity might be appropriate.

SKILLS IN THE SOCIAL STUDIES

GRADES K-12

	Level 1		Level 2		Level 3		
Skill Category	K-1	2	3	4	5	6	7
Learning to work in groups							
1.	Practicing mutual respect in classroom						
2.	Using democratic procedures Examples: Role playing						
		Committee assignments					
			Planning group action with divided responsibilities				
				Parliamentary procedures			
3.	Learning to accept criticism gracefully						
4.	Learning to modify one's behavior on the basis of criticism						
5.	Understanding society's need for authority						
Oral and written communication							
1.	Express opinions concisely and clearly Examples: Speak in sentences Oral presentations						
2.			Substantiate remarks with supportive evidence Examples:				
				Give credit for quoted material			
3.				Outlining			
4.						Notetaking	
5.						Creative essay writing	
6.						Persuasive letters to edi	
Listening							
1.	Attentive, appreciational, creative, and critical listening (to teacher, guests, fellow students, records, and tapes) Examples: Exercises in repeating what has been said						
						Taking notes while liste	
						Recognizing how person	
							Recogni

SKILLS IN THE SOCIAL STUDIES
GRADES K-12

evel 2		Level 3		Level 4			Level 5
	4	5	6	7	8	9	10-11-12
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roup action with divided responsibilities							
	Parliamentary procedures						
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			Notetaking	. . . .	. . . .	. . . .	. . . .
			Creative essay writing	. . .	. . . .	. . . .	. . . .
			Persuasive letters to editors and public officials			. . . . . .	. . . .
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aid							
			Taking notes while listening				
			Recognizing how personal beliefs affect what one hears				
				Recognizing emotion-laden words			

SKILLS IN THE SOCIAL STUDIES
GRADES K-12

	Level 1		Level 2		Level 3	
Skill Category	**K-1**	**2**	**3**	**4**	**5**	**6**
Visual communication						
1.	Reacting to nonverbal cues and directions			. . . .	. . . .	. . . .
2.						
3.				Watching movies and television programs cr		
4.					Evaluating advertising critic	
						Beginning res
Reading						
1.	Vocabulary Examples: Word games	. . . .	. . . .	. . . .	. . . .	. . . .
2.	Comprehension	. . . .	. . . .	. . . .	. . . .	. . . .
			Crossword Puzzles			
3.		Reading with effective study skills Example:			. . . .	. . . .
4.						Taking notes
				Critical analysis Examples: Skimming, outlining, summarizing Fact vs. opinion	. . . .	. . . .
						Rewrite editor
5.				Recognizing and analyzing propaganda		. .
6.				Adapting rate and technique of reading to various kinds and purposes of material		. .
Time and chronology						
1.	Understanding time systems Example: Making clock faces and sundials		. . . .	. . . .	. . . .	. . . .
2.		Developing sense of chronology		. . . .	. . . .	. . . .
3.			Developing possible causal relationships between events occurring about the same time Example:		. . . .	. . . .
					Time Lines	

SKILLS IN THE SOCIAL STUDIES
GRADES K-12

Level 2		Level 3		Level 4			Level 5
3	4	5	6	7	8	9	10-11-12
nd directions							
	Watching movies and television programs critically						
		Evaluating advertising critically					
			Beginning research topics suggested by television or movies				
Crossword Puzzles							
ffective study skills							
			Taking notes on index cards and arranging cards				
	Critical analysis Examples: Skimming, outlining, summarizing Fact vs. opinion						
			Rewrite editorials and news articles				
						Students formulate reply to official document	
	Recognizing and analyzing propaganda						
	Adapting rate and technique of reading to various kinds and purposes of material						
als							
se of chronology							
Developing possible causal relationships between events occurring about the same time Example:							
		Time Lines					

SKILLS IN THE SOCIAL STUDIES
GRADES K-12

		Level 1		Level 2		Level 3	
Skill Category		**K-1**	**2**	**3**	**4**	**5**	**6**
Map skills							
	1.	Understanding and using maps, charts, and globes				. . . .	. . . .
		Examples:					
			Making maps of the classroom or neighborhood				
				Recognizing geographical shapes			
					Filling in outline maps		
Problem solving							
	1.	Distinguish fact from fiction		. . . .	. . . .	. . . .	. . . .
	2.	Draw inferences and make generalizations from evidence				. . . .	. . . .
	3.			Evaluation of ideas as to pertinence		. . . .	. . . .
	4.				Application of principles to new proble		
	5.						
Research							
	1.	Constructing and interpreting		. . . .	. . . .	. . . .	. . . .
		Examples:					
		Pictures					
					Tables		
						Charts	
							Graphs
	2.	Compiling information		. . . .	. . . .	. . . .	. . . .
		Examples:					
		Making personal clipping file					
					Filing material from resource personnel		
							Making per
	3.	Gathering facts from field trips and interviews				. . . .	. . . .
		Examples:					
		Identifying purposes and planning					
		Execution of trip or interview					
		Evaluating					
		Reporting					
				Recording			
					Summarizing		
	4.		Use of dictionary	. . . .	. . . .	. . . .	. . . .
	5.		Use of library	. . . .	. . . .	. . . .	. . . .
			Examples:				
							Card catalo
	6.				Discriminating reading of newspapers, ma		
	7.	Organizing ideas	. . . . . .	. . . .	. . . .	. . . .	. . . .
		Examples:					
		Recounting experiences					
					Using outlines		
					Making bibliographies		

SKILLS IN THE SOCIAL STUDIES
GRADES K-12

Level 2		Level 3		Level 4			Level 5
3	4	5	6	7	8	9	10-11-12
harts, and globes	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
ne classroom or neighborhood							
ecognizing geographical shapes							
	Filling in outline maps						
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
alizations from evidence		. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
aluation of ideas as to pertinence			. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
	Application of principles to new problems			. . . . . .	. . . . . .	. . . . . .	. . . . . .
				Recognition of propaganda		. . . . . .	. . . . . .
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
	Tables						
		Charts					
			Graphs				
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
	Filing material from resource personnel						
			Making personal topical indexes from reading				
and interviews	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
ng							
ecording							
	Summarizing						
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
			Card catalogs				
				Reader's Guide			
	Discriminating reading of newspapers, magazines, reports, and pamphlets					. . . . . .	. . . . . .
. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .	. . . . . .
	Using outlines						
	Making bibliographies						

Once local committees have established the general vertical and horizontal plan of their social studies curriculum, they face the task of implementing the plan through units which dovetail into their plan.

The three units which follow are built to illustrate the relationship of content to generalizations and skills. Suggested activities and suggested resources are included to illustrate the wide variety of instructional techniques and materials which might be used. Two possible formats of unit development are presented. The unit portion on needs of a neighborhood (pp. 41-43) and the unit on India (pp. 44-54) have been adapted from the work of the Wisconsin Social Studies Committee, and that on the desert (pp. 55-57) is reprinted from *Discovering the Structure of Social Studies* by James G. Womack, Benziger Brothers, Inc., New York, 1968.

The fourth unit, "Forest Regions" (pp. 58-62), illustrates the stating of objectives in behavioral terms in unit development and presents another alternative for organizing a unit.

From units the individual teacher brings the curriculum to the student through day to day planning. The units, then, are followed by a sample daily lesson plan, (p. 63) again illustrating planning for teaching built around student discovery of generalizations. The daily lesson plan also includes examples of specifically stated objectives. Local planning should provide for establishing such objectives throughout entire units.

VI

IMPLEMENTING THE FRAMEWORK

An Illustrative Unit—Level I[1]

NEEDS OF A NEIGHBORHOOD

Introduction

Markets meet an important need of the neighborhood. A study of the local food market at an early level can make many contributions to social studies understanding. First-hand knowledge of the basic social and economic functions is gained as children assist in planning the trip, purchasing items, and interviewing store personnel. Geographic concepts are developed as the children map the route and locate the store. As they observe the different types of services performed, children begin to understand such concepts as division of labor, exchange, and interdependence, and to form generalizations about society as a whole.

While a variety of activities and resources are suggested in the sample unit, each teacher will wish to supplement the offering to meet the needs of each class group.

The following presentation is actually only point IA of the entire unit. Points B, C, D, E, F, and G may be developed in a manner similar to the segment on Markets.

B. Recreation Centers
C. Fire Department
D. Police Department
E. Hospitals and Medical Centers
F. Post Office
G. Others

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[1] Adapted from *A Scope and Sequence Plan for the Social Studies in Wisconsin Schools,* K-6, (Madison: Department of Public Instruction, 1964).

CONTENT

Needs of a Neighborhood

A. Markets
  1. Location
    a. Direction from school
    b. Direction from home
  2. Types of Markets
    a. Small stores
    b. Large market
    c. Ownership
      1. Locally owned
      2. Ownership outside of community
      3. Cooperatives
  3. Merchandise
    a. Cereals and grain products
    b. Meats
    c. Fruits
    d. Vegetables
    e. Household needs
    f. Others
  4. Customers
    a. Men
    b. Women
    c. Children
  5. Advertising
    a. Newspaper
    b. Television
    c. Radio
  6. Employees
    a. Manager
    b. Checkers
    c. Stock boys
    d. Bookkeepers
    e. Butcher
    f. Others

GENER

In the neighborhood som
the school, some for the c
for stores. Each neighbo
respects from other neighb

A home is located at a ce
direction from school. Ea
certain distance and in
others. (Geography)

A diagram showing the ar
a type of map. Direction
these diagrams. (Geograph

Individuals in America are
their living by making use
(Economics)

Families in the same neigh
needs in similar ways. (Ant

The earning and spending
local consumption fruit
from New York City, TV
objects from the Far East. (

Individuals and families w
They are constantly faced
pencil, a TV or a new fu
(Economics)

Every person is important
rights and liberties. (Histor

Much can be learned fro
papers. (History)

The performance of specia
on the part of everyon
efficiency. (Economics)

GENERALIZATIONS	SUGGESTED SKILLS
eighborhood some land is used for houses, some for ool, some for the church, some for streets, and some res. Each neighborhood may be different in some s from other neighborhoods. (Geography)	Locating appropriate materials Orienting one's direction Learning names of cardinal directions Interpreting a flat map Becoming familiar with simple map skills Interpreting simple map symbols
e is located at a certain distance and in a particular on from school. Each home in the neighborhood is a distance and in a particular direction from the . (Geography)	
gram showing the arrangement of the neighborhood is e of map. Directions and distance can be shown on diagrams. (Geography)	Listening skills Asking questions Interviewing Recording main ideas
iduals in America are free to acquire property and seek living by making use of this property for production. nomics)	Separating relevant from unrelated ideas Showing appreciation of others' efforts Organizing ideas
ilies in the same neighborhood usually meet their basic ls in similar ways. (Anthropology-Sociology)	
earning and spending of money indirectly produces for al consumption fruit from Central America, clothing m New York City, TV shows from California, and art ects from the Far East. (Economics)	Taking turns Learning how to disagree with courtesy and respect for others Dividing responsibilities Following rules and laws Anticipating consequences of group discussion or action
lividuals and families want more than they can have. ey are constantly faced with such choices as candy or a ncil, a TV or a new furnace, a new roof or a vacation. conomics)	
very person is important as an individual and has equal ghts and liberties. (History)	Planning and contributing ideas Analyzing and evaluating information
luch can be learned from books, magazines, and news- apers. (History)	Giving constructive criticism Thinking critically Solving problems
he performance of special assignments (division of labor) n the part of everyone in the market increases its fficiency. (Economics)	

SUGGESTED ACTIVITIES

Teacher and pupils plan proposed study trip to the market. Teacher contacts manager and pupils write letters requesting permission for class visit.

Discuss what direction store is from school and school is from store, using terms North, East, South, West.

Make a simple pictorial map showing the names of streets and supermarket.

1. Large areas for city blocks.
2. Ribbons for streets.
3. Small squares for homes.
4. Larger rectangle for store.

Talk by an elderly person to compare stores of years ago to our modern supermarkets.

Depict, in chart form, the precautions taken in handling food.

Make models of fruit and vegetables from clay or papier-mache.

Arrange a bulletin board display showing foods we enjoy today which early settlers did not enjoy.

Learn to spell rice, wheat, or various words brought into the learning situation.

Show how money is used to make exchanges of goods possible.

Take turns in telling experiences, standing in grocery line, waiting to be served and asking questions.

Plan a classroom "store."

Children stock shelves.

Take turns being the "storekeeper," "customer" and "stock boy."

Discuss newspaper grocery ads, pictures, and the meaning of words found on labels, cans, boxes and packages.

Select and pay for items.

Make a bulletin board display showing store employees met at the store.

Tell a story about each employee and the work he does.

market. Teacher
rmission for class

ol is from store,

of streets and

go to our modern

g food.

r-mache.

joy today which

into the learning

possible.

ine, waiting to be

stock boy."

eaning of words

yees met at the

s.

SUGGESTED RESOURCES

ALLEN, L. *Mr. Jolly's Sidewalk Market.* New York: Holt, 1963.

GOODSPEED, J. M. *Let's Go to a Supermarket.* New York: Putnam, 1960. Filmstrip: "Our Neighborhood Stores" (Eye Gate)

BENDIX, JEANNE *The First Book of Super Markets.* Chicago: Watts, 1962.

RUSSELL, BETTY. *Big Store Funny Door.* Racine: Whitman, 1962. Film: "Food Store" (Encyclopedia Britannica Films) Filmstrip: "The Grocer" (Jam Handy Organization)

BAKER, EUGENE and DOWNING, JOAN. *Workers Long Ago,* Chicago, Children's Press, 1968.

WITTY, PAUL *The Food Store.* Boston: D. C. Heath, 1962.

SAMFORD, CLARENCE *You and the Neighborhood.* Chicago: Benefic, 1963 Filmstrip: "Food Comes from Many Places" (McGraw-Hill)

BROOKS, ANITA *The Picture Book of Grains.* John Day Co., 1962.

MORRISTOWN, N. F., *Families and Their Needs,* Silver Burdett, 1969.

Young People's Science Encyclopedia. 1963 (See Food preservation, Dehydration, Refrigeration.)

MILLER, JANE. *To Market We Go.* Boston: Houghton-Mifflin, 1953.

SMITH, MARIE. *Bob's Story of the Retail Food Market.* Indianapolis: Bobbs-Merrill, 1961.

SANDERS, RUBY. *Behind the Scenes in a Supermarket.* Chicago: Melmont, 1958.

Film:
"Behind the Scenes at a Supermarket" (Film Association)

SENESH, LAWRENCE. *Our Working World* Series, 1965.

GREENE, CARLA. *I Want to Be A Storekeeper.* Chicago: Children's Press, 1958.

Filmstrip:
"Super Market Workers" Edu-Craft, Inc., Wonderful World of Work Series.

An Illustrative Unit—Level IV[2]

WORLD HISTORY OR WORLD CULTURE UNIT AREA STUDY OF SOUTH ASIA WITH EMPHASIS ON INDIA

In India we have a facinating laboratory of political, economic, and social change. Here we see exemplified the hopes and problems of the masses of people living in the so-called underdeveloped world.

India and Pakistan represent the second greatest population concentration in the world; one out of every seven human beings lives in that subcontinent. The way of life of the people of India is one of the oldest in the world; yet many Americans know very little about the country and its people. India's future is of vital importance to the American people. In the continuing struggle between the free world and international communism she plays a decisive role.

MAJOR TOPICS OF CONTENT OUTLINE

Important geographic features and their influence on life in India.

Development of early Indian society and religions.

Early Indian empires.

Moslem conquest and rule of India.

Indian society in the traditional setting.

Invasion by Europeans.

British India and Indian nationalism.

Independence for India.

Government of India.

Problems of India and how she is trying to solve them.

India and the outside world.

Contributions to world culture.

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[2] Adapted from *A Scope and Sequence Plan for the Social Studies in Wisconsin Schools* 7-12 (Madison: Department of Public Instruction, 1964).

CONTENT

Important geographic elements an
on life in India.

A. Location and Size
  1. In relation to the rest of the
  2. In relation to U. S.
B. Three main geographic regions
  1. Location of each
  2. Main features of each
C. Climate of India
  1. Effect of monsoons on te
     rainfall
  2. Effect of climate on agricultu
D. Natural resources of India
  1. Amounts and locations of k
  2. Effect of resources on ways c
E. People of the subcontinent
  1. Total population
  2. Density of population
  3. Distribution of population
  4. Rate of population growth

Development of early Indian societ

A. Early river valley civilizations
B. Development of Hinduism
  1. Historical origins
  2. Basic teachings
  3. Literary developments
C. The caste system as a part of Indi
  1. Possible reasons for caste
  2. Ideal of religious duty
  3. Characteristics of caste
  4. Rules of caste system

CONTENT

mportant geographic elements and their influence on life in India.

. Location and Size
  1. In relation to the rest of the world
  2. In relation to U. S.

. Three main geographic regions
  1. Location of each
  2. Main features of each

. Climate of India
  1. Effect of monsoons on temperature and rainfall
  2. Effect of climate on agriculture

). Natural resources of India
  1. Amounts and locations of known resources
  2. Effect of resources on ways of living

. People of the subcontinent
  1. Total population
  2. Density of population
  3. Distribution of population
  4. Rate of population growth

Development of early Indian society and religions

A. Early river valley civilizations

B. Development of Hinduism
  1. Historical origins
  2. Basic teachings
  3. Literary developments

C. The caste system as a part of Indian life
  1. Possible reasons for caste
  2. Ideal of religious duty
  3. Characteristics of caste
  4. Rules of caste system

GENERALIZATIONS

Map analysis (recording elements on maps and comparing their areal distributions) aids in discovery of cause and effect relationships and differing interactions among geographic elements. Point, area, and altitude symbols should be thoroughly understood. Various projections of the spherical globe on to flat maps result in different kinds of distortion, but each projection is useful in some respect. (Geography)

In each area or nation state, the unique content of geographic elements, such as people, landforms, climates, cities, ways of working, customs and beliefs, and their spatial arrangements creates a unique geography. These areas and geographic arrangements can be located and related to each other. (Geography)

The distribution of natural materials, forms and processes of the earth's surface is significant to economic, political, and social developments. The capacity of an area to meet its needs depends both upon the culture and upon the resource potential. In living in his natural habitat man may not only use its resources for his benefit, but may also remove, destroy, or modify them. He needs to consider the problems of conserving earth resources and living in harmony with his environment. (Geography)

The development of social, political, and economic institutions is always influenced by what has gone before. (History)

An understanding of the religions of India is basic to an understanding of Indian cultural and historical development.

In some societies social class is determined for life by the family into which one is born; in others class structure is flexible and people move up or down the social ladder. (Anthropology-Sociology)

SUGGESTED SKILLS	SUGGESTED ACTIVITIES
Interpreting scale of miles	Show film "Asian Earth" (Color, 22 min.) (A tic productions) On a globe trace an outline of India and Pakistan on heavy plastic or isin
Interpreting degrees of latitude in terms of miles	Cut out the map of the U. S. on the glob illustrate the relative size of the two areas.
Interpreting topographic features	This can also be used to compare the latitud India with that of the U. S.
Locating places on maps	On an outline map of India and Pakistan lo and label the main rivers, cities, and mou ranges.
Seeing cause and effect relationships	Write a report on the monsoons. Give the origi the word and tell what it means and then des the two monsoons which come to India in no years and tell when and why each monsoon co what part of India or Pakistan each affects, the effects of the monsoon (or its failure to c on the lives of the people of India.
Checking meaning of vocabulary	
Taking notes	
Determining how to arrange and organize data	Assign a panel to study and report on the m religions of India—origins of each, main tenet each and how each fits certain basic needs o people.
	Have students read *The Adventures of Ram* Joseph Gaer or *The Five Brothers* by Eliza Seeger as illustrations of Hindu ideals as expre through literature.

ESTED ACTIVITIES

Earth" (Color, 22 min.) (Atlan-
On a globe trace an outline map
stan on heavy plastic or isinglass.

p of the U. S. on the globe to
tive size of the two areas.

used to compare the latitude of
the U. S.

nap of India and Pakistan locate
nain rivers, cities, and mountain

the monsoons. Give the origin of
ll what it means and then describe
ns which come to India in normal
ien and why each monsoon comes,
dia or Pakistan each affects, and
e monsoon (or its failure to come)
e people of India.

to study and report on the major
ia–origins of each, main tenets of
ach fits certain basic needs of the

ead *The Adventures of Rama* by
The Five Brothers by Elizabeth
ations of Hindu ideals as expressed
re.

SUGGESTED RESOURCES

GAER, JOSEPH. *The Adventures of Rama.* Boston: Little, Brown, 1954.

SEEGER, ELIZABETH. *The Five Brothers: The Story of The Mahabharata.* New York: John Day, 1958.

LENGYEL, EMIL. *et. al. The Subcontinent of India* (multitext) New York: Scholastic Book Services, 1968.

BRONSON, ALBERT. *Asia in Ferment.* New York: Oxford Book Co., 1961

LAMB, BEATRICE. *India: A World in Transition.** Praeger, 1968

JONES AND MURPHY. *Geography and World Affairs.* Rand, McNally & Co., 1966 Part 7.

EWING, ETHEL. *India and South East Asia.* (From *Our Widening World.*) Rand McNally & Company, 1966.

STRAVRIANOS, LEFTEN. *A Global History of Man.* Boston: Allyn & Bacon, 1968, pp. 510-581.

STRAVRIANOS, LEFTEN. *Readings in World History.* Boston: Allyn & Bacon, 1962, pp. 591-656.

KUBLIN, HYMAN. *India: Selected Readings.* Houghton Mifflin Company, 1968.

*Teacher resource, or reading for advanced students only.

CONTENT	GENERALIZATIONS
D. The Buddha tries to reform Hindu ideas 1. How Buddhism is similar to Hinduism 2. How Buddhism differs from Hinduism E. Other off-shoots of Hinduism 1. Jains 2. Sikhs	
Early Indian Empires	
A. Maurya Empire 320-180 B.C. 1. Court life under Chandragupta (Writings of Megasthenes) 2. Spread of Buddhism by Asoka	Facts may often by interpreted in more th way. (History)
B. Kushan Empire 1. International trade 2. Border troubles with China	Human experience is continuous and interr India's border troubles with China go far ba the past.
C. Gupta Empire 320-413 A.D. 1. "Golden Age" of Hindu culture 2. Religious developments	Societies generally advance from simple t complex cultures. "Golden Ages" occu there is a simultaneous flowering in several intellectual, artistic, political, technologic (Anthropology-Sociology)
Moslem Conquest and rule of India A. Three stages of Moslem invasions 1. Invasion by Turks–800 2. Invasion by Turko-Mongols 1000-1500 a. Effects on India b. Sack of Delhi 3. Invasion by Mongols–1526	Change can bring a country to a posi leadership or can bring about a weaker pos its actual destruction (History)
B. Mogul Empire 1. General attitude of Moslems toward native Indians 2. Great Mogul rulers and their achievements 3. Mogul art and architecture 4. Reasons for decline of Mogul Empire 5. Type of government which replaced Mogul Empire	
The village in the traditional society A. Caste and family 1. Relations between castes 2. Complaints and compensations	People of different cultures have differen of view based on their customs and ways (History)
3. Caste functions 4. Family life 5. Chances for advancement 6. Religion in the village	The family is a major instrument for moldi viewpoint on practically all important is everyday life. (Anthropology-Sociology)

GENERALIZATIONS	SUGGESTED SKILLS
	Placing related events in chronological order
	Developing critical thinking about events and dates
Facts may often by interpreted in more than one way. (History)	Presenting conflicting views and statements
Human experience is continuous and interrelated. India's border troubles with China go far back into the past.	Differentiating fact from opinion
Societies generally advance from simple to more complex cultures. "Golden Ages" occur when there is a simultaneous flowering in several areas—intellectual, artistic, political, technological, etc. (Anthropology-Sociology)	Evaluating writer's qualifications
	Using and interpreting primary source material
Change can bring a country to a position of leadership or can bring about a weaker position or its actual destruction (History)	Seeing cause and effect relationship
	Comparing problems with previous experiences
	Recognizing what inferences may be made
	Pointing out false ideas
People of different cultures have different points of view based on their customs and ways of living. (History)	Seeing cause and effect relationships
The family is a major instrument for molding one's viewpoint on practically all important issues of everyday life. (Anthropology-Sociology)	

SUGGESTED ACTIVITIES

Several students might work together to make an illustrated time line for the history of India from 3000 B.C. to the present. This could also include parallel time lines showing the main events in the Mediterranean-Middle East area, Western Europe, and China during the same periods of time.

Read excerpts from the accounts of the two Chinese pilgrims Fa Hsian (5th century) and Hsuan Tang (7th century) who visited India in search of Buddhist manuscripts. Compare the descriptions of India and its people as given by the two travelers.

Read excerpts from the book *Travels in the Mogul Empire* by Francois Bernier, a French physician who traveled widely in India in the 17th century. How do the weaknesses of India which he describes help to explain why this large country was to fall under British rule. (See quotations in *Readings in World History* by Stavrianos, pp. 595-598.)

Have a panel discussion comparing the restrictions of the caste system in India with restrictions on the colored people in the U. S.

Have an informal student dramatization of a caste meeting to discuss complaints and compensations. Have listeners call attention to any statements made by the group that are not consistent with the times and conditions.

Encourage class to examine effects of religion on social life in the U. S. and then look at the effects of religion on the lives of the upper classes in India.

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SUGGESTED RESOURCES

GAER, JOSEPH. *How the Great Religions Began.* New York: Dodd Mead & Co., 1956.

LIFE MAGAZINE (Editors) *The World's Great Religions.* New York: Simon & Shuster, 1957.

BASHAM, A. L. *The Wonder that was India.* New York: Grove Press, 1959.*

WALLBANK, T. WALTER. *A Short History of India and Pakistan.* New York: Mentor, 1958.*

Film: "India's History: Early Civilization." (B & W 11 min.) Coronet Films.

LAMB, BEATRICE. *Introduction to India.* Washington, D. C.: American Association of University Women, 1960.*

CRANE, ROBERT I. *The History of India, Its Study and Interpretations.* Washington, D. C.: Service Center for Teachers of History, 1965.*

Film: "India's History: Mogul Empire to European Colonization." (B & W 11 min.) Coronet Films.

BROWN, ADAMS, ROGERS. *Story of a Nation,* Holt, Rhinehart, Winston, 1967, Part 18.

RAMU RAU, SANTHA. *Home to India.* New York: Harper, 1954.

HYMAN, KUBLIN. *India.* Houghton-Mifflin, 1968 (chapter 4).

*Teacher resource, or reading for advanced students only.

CONTENT	GENERALIZATIONS
B. Industries of the village C. Village government 1. Type of government set up 2. Tax system 3. Remoteness of empire government	All cultures have systems of laws to pr order, and as the society becomes more com requires and develops more laws. (P Science)
Invasions by Europeans	
A. Portuguese invasions 1500-1650 B. Dutch invasions 1620-1670 C. French 1664-1673 1. Area in which they settled	Change can bring a country to a posit leadership or can bring about a weaker posi its actual destruction. (History)
2. Method of conquest D. British East India Company 1. Rivalry with French 2. The Company in Indian politics 3. Changes in character of trade with India 4. Social reform	Eighteenth century mercantilism prompte rising national states to try to control com their entire economy, both domestic and co as commerce and capitalism increased. nomics)
5. Problems created by rule of East India Company 6. Mutiny of 1857 a. Causes b. Results	Nations with great power may not always wisely. (History)
British India and Indian Nationalism	
A. "Act for the Better Government of India"–1858 B. Role of princely states C. Ways in which British rule was good for India D. Ways in which British rule was bad for India	
E. Development of Indian nationalism 1. Causes of strong feelings of nationalism 2. Reason for Indian National Congress 3. Purpose of "All-India Moslem League" 4. India in World War I	People frequently rebel against their gover when it neglects the welfare of the peop frustrates their desire for a better life. (P Science)
5. Government of India Act of 1919 6. Amritsar Massacre F. Gandhi as leader of the Nationalists 1. What Gandhi wanted to accomplish	Cultures are generally more successful wh people of that culture share in the responsib (Political Science)
2. How he thought independence could be gained G. Effect of World War II on Indian nationalism	Every effort at reform began as the private o of an individual. (History)

	GENERALIZATIONS	SUGGESTED SKILLS
	All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws. (Political Science)	Seeing cause and effect relationships Identifying difficulties and problems
	Change can bring a country to a position of leadership or can bring about a weaker position or its actual destruction. (History)	Suggesting solutions
	Eighteenth century mercantilism prompted the rising national states to try to control completely their entire economy, both domestic and colonial, as commerce and capitalism increased. (Economics)	
dia	Nations with great power may not always use it wisely. (History)	Presenting conflicting views and statements
858		Checking with other sources
	People frequently rebel against their government when it neglects the welfare of the people and frustrates their desire for a better life. (Political Science)	Separate relevant from unrelated ideas
	Cultures are generally more successful when the people of that culture share in the responsibilities. (Political Science)	Keeping to the point Identifying emotional words
ained	Every effort at reform began as the private opinion of an individual. (History)	Detecting propaganda

SUGGESTED ACTIVITIES

Have students discuss the statement: "Democratic traditions have been evident in the village panchayatas (Council of Five) for many years." Does this statement give a true picture of the development of Indian democracy?

Have students imagine they are employees of the British East India Company and write a letter to England discussing some of the problems of the Company.

Have two students imagine that they are British soldiers stationed in India about the middle of the 19th century who are discussing their views on India and the rising nationalism.

Two other students could take the parts of well-educated Indians of the same period discussing the same topic.

Draw a cartoon illustrating the difference in point of view between the Indian National Congress and the Moslem League.

Dramatize an interview with Mahatma Gandhi. Discuss some of the problems he faced in freeing India from the British. One student assumes the role of Gandhi explaining to an Indian assembly (the class) his policy of non-alignment. Members of the group might challenge some of his statements.

STRAVOIAN
Boston: Allyn

SCHULBERT
1968.

MASTERS, JO

Film: "India's
min.) Coronet

LEWIS, MART
Boston: Heath,

SAHGAL, NA
Knopf, 1954.

FISCHER, LOU

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i. Discuss some of the
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lian assembly (the class)
group might challenge

SUGGESTED RESOURCES

STRAVOIANOS AND SMITH. *India: A Culture Area in Perspective.* Boston: Allyn and Bacon, 1968.

SCHULBERT, LUCILLE. *Historic India.* New York: Time-Life Books, 1968.

MASTERS, JOHN. *Nightrunners of Bengal.* London: M. Joseph, 1951.

Film: "India's History: British Colony to Independence" (B & W 11 min.) Coronet Films.

LEWIS, MARTIN D. *The British in India: Imperialism or Trusteeship?* Boston: Heath, 1962.

SAHGAL, NAYANTARA. *Prison and Chocolate Cake.* New York: Knopf, 1954.

FISCHER, LOUIS. *Gandhi.* New York: Mentor, 1954.*

Films: "Mahatma Gandhi" (B & W 11 min.) Encyclopedia Britannica
"Gandhi" (B & W 26 min.) McGraw Hill: CBC

*Teacher resource, or reading for advanced students only.

CONTENT

Independence for India

- A. Indian Independence Act of 1947
  - 1. Reasons Britain decided to free India
  - 2. Problems created by independence
- B. Reasons for partition of subcontinent of India
  - 1. How government set up
  - 2. Problems created by partition

Government of India

- A. Constitution of India
  - 1. How like that of the U. S.
  - 2. How different from that of the U. S.
- B. Elections in India
  - 1. How voting is done
  - 2. Leading political parties
- C. Ways in which the government of India is more like that of Britain than that of the U. S.
- D. Political leaders of India today

Problems of India and how she is trying to solve them

- A. Hunger
  - 1. Why many people near starvation
  - 2. Attempts to increase food production
  - 3. U. S. aid to India
- B. Need for more industry
  - 1. Why government had to plan and direct economic development
  - 2. Five-year Plans as attempts to get more food and industry
- C. Need for more and better schools
  - 1. Problems in education
  - 2. Community Development Program
    - a. How it works
    - b. Why a good way to meet India's problems
- D. Language
  - 1. Why a problem
  - 2. Attempts of government to settle problem
- E. The changing social pattern in India
  - 1. Breakdown of caste lines
  - 2. Breakdown of joint-family system
  - 3. Changes in village life
  - 4. Problems of urbanization
  - 5. Changing position of women

GENERALIZATIONS

Active, alert people working cooperatively throu
political parties, pressure groups, or societies hav
make the government conform to their desires, c
new government to meet their needs. (Political S

The development of social, political, and econon
is always influenced by what has gone before. (H

Non-western nations have systems of law that ar
of their customs and values. Laws and customs s
in the country in which they evolve regardless c
and different they may seem to others. (Political

Citizenship has a different connotation in diffe
(Political Science)

The concepts or ideas of what democracy is w
culture to culture. (Political Science)

The form of government differs from country to
its power ultimately rests on the consent of t
Governments providing for peaceful change of l
usually more prosperous than those resorting
(Political Science)

An underdeveloped culture with a dense popula
with the problem of allocating inadequate resou
the raising of more food for immediate consump
building of a dam for hydroelectric power. (Econo

Nations may need help in order to help themselv
Science)

Newly independent peoples of Asia and Africa are
searching for ways to improve their living standard

All cultures do not agree on what constitute
(History)

Powerful groups, institutions, and traditions oft
change. (History)

The question, "Who should receive the goods a
produced and in what proportion?" may be an
different ways by different systems of governm
nomics)

Some changes are brought about by conflicts bet
trasting cultures; some are brought about by coope
other peaceful means. (Anthropology-Sociology)

GENERALIZATIONS	SUGGESTED SKILLS
tive, alert people working cooperatively through established itical parties, pressure groups, or societies have been able to ke the government conform to their desires, or established a v government to meet their needs. (Political Science)	Making conclusions
	Using cross-references
e development of social, political, and economic institutions lways influenced by what has gone before. (History)	Defining and introducing a topic
n-western nations have systems of law that are the product their customs and values. Laws and customs serve a purpose the country in which they evolve regardless of how strange l different they may seem to others. (Political Science)	Checking meaning of vocabulary
izenship has a different connotation in different cultures. litical Science)	
e concepts or ideas of what democracy is will vary from ture to culture. (Political Science)	Presenting conflicting views and statements
e form of government differs from country to country, but power ultimately rests on the consent of the governed. vernments providing for peaceful change of leadership are ally more prosperous than those resorting to violence. litical Science)	Describing important people
underdeveloped culture with a dense population is faced th the problem of allocating inadequate resources to both raising of more food for immediate consumption and the lding of a dam for hydroelectric power. (Economics)	Determining how to arrange and organize data
tions may need help in order to help themselves. (Political ence)	
wly independent peoples of Asia and Africa are impatiently rching for ways to improve their living standards. (History)	
l cultures do not agree on what constitutes progress. istory)	Recognizing what inferences may be made
werful groups, institutions, and traditions often oppose ange. (History)	
e question, "Who should receive the goods and services oduced and in what proportion?" may be answered in ferent ways by different systems of government. (Economics)	Introducing people Evaluating speaker's qualifications
me changes are brought about by conflicts between consting cultures; some are brought about by cooperation and ner peaceful means. (Anthropology-Sociology)	Seeing cause and effect relationships

SUGGESTED ACTIVITIES

Make a chart showing ways in which the Constitution of India is like that of the U. S. and the ways in which the two constitutions are different. Have students report on elections in India showing the symbols for the leading political parties, describe how campaigns are carried on, the qualifications for voters, and tell how many days are given for elections. Compare with elections in the U. S.

Make a chart comparing political parties in India with political parties in the U. S. Read the selection "Gandhi Looks at the West" in *Readings in World History*, p. 639 and then read "Nehru Looks at the West," *Ibid*, p. 642 and compare the attitudes of the two men toward Western civilization. Several students might compile a "Who's Who of India and Pakistan." They should include a thumbnail sketch of each person chosen and tell why each was chosen.

Draw a bar or circle graph showing the basic food needs of a normal human being. Then find information on the basic diet and food intake (in terms of nutritional value) of the average Indian peasant. Draw a similar graph to illustrate this information. What conclusions can be drawn from these two graphs?

Invite an Indian woman (perhaps a foreign student) to talk to the class on the changing role of women in Indian politics and society and also on the effects of the break-up of the joint family on women in India.

Present a skit to illustrate some of the problems resulting from the break-up of the joint-family in India.

Hold a panel discussion on such topics as:
"Advantages and disadvantages of the caste system."
"Comparison of the Indian family structure with that of the American family."
"An appreciation of the differences of Indian and American customs."

Find quotations by Krisha in the *Mahabharata* which show that India's present policy of non-alignment has a definite historical background.

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nerican customs."

show that India's
al background.

SUGGESTED RESOURCES

JACK, HOMES A. *The Gandhi Reader.* Bloomington, Indiana: Indiana University Press, 1956.*

INFORMATION SERVICE OF INDIA. *India on the March.* Washington, D. C., 1962.

FERSH, SEYMOUR. *India: Tradition in Transition.* New York: MacMillan, 1962.

MORAES, FRANK. *Jawaharial Nehru.* New York: MacMillan, 1956.

Film: "Jawaharial Nehru." (B & W 27 min.) Encyclopedia Britannica: NBC.

BROWN, JOE DAVID. *India.* New York: Time, Inc., 1967.

Film: "Farmer of the Ganges Valley" (B & W 20 min.) United World Films.

BERKOWITZ, MONROE. *India Struggle Against Time.* Chicago: Scott Foresman, 1963.

GRIMES, PAUL. India: *Fifteen Years of Freedom.* Foreign Policy Assn. Headline Series No. 152, 1962.

KUBLIN, HYMAN. *India and the World Today.* The North Central Foreign Relations Series. River Forest, Ill.: Laidlaw Bros., 1963.

KUBLIN, HYMAN. *India.* Houghton-Mifflin, 1968.

CLEVELAND, RAY L. *The Middle East and South Asia 1969.* Washington, D. C.: Stryker-Post Publications, 1969.

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*Teacher resource, or reading for advanced students only.

CONTENT

India and the outside world

A. Policy of non-alignment
  1. What it means
  2. Why Indian leaders consider it best policy.

B. India's troubles with Pakistan
  1. Trouble over Kashmir
  2. Attitude of Indian and Pakistani citizens toward each other

C. Trouble with Portugal over Goa

D. India and Russia
  1. Attitude of Indian government toward Russia
  2. Help given India by Russia

E. India and Communist China
  1. Cause of difficulties
  2. Present relations between the two nations

F. India and the United States
  1. Attitude of the Indian government toward the U. S.
  2. Attitude of U. S. government toward India

G. India's position in the United Nations

Contributions to world culture

A. Literature

B. Music

C. Drama and dance

D. Art

E. Architecture

GENERALIZATIONS

Urbanization, industrialization, and migration are bringing about changes that are creating new problems that demand critical analysis by informed citizens. (History)

The development of social, political, and economic institutions is always influenced by what has gone before. (History)

Conflict between groups tends to be reduced when they understand and appreciate each other's culture. (Or to be increased when they do not understand and appreciate each other's culture). (Anthropology-Sociology)

Famine, war, and the atomic bomb are problems faced by the nations of the world. The use of the United Nations to settle disputes between nations is one alternative to war. (Political Science)

In modern times there have been, and still are, many conflicts between the "haves" and "have nots" within a society and among the different societies in the world. (Anthropology-Sociology)

All cultures have been enriched by the contributions of talented people in many fields of human endeavor–technology, the arts, scholarship, etc. (Anthropology-Sociology)

The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire human community. (Anthropology-Sociology)

GENERALIZATIONS	SUGGESTED SKILLS
industrialization, and migration are ut changes that are creating new at demand critical analysis by in- ns. (History)	
nent of social, political, and economic s always influenced by what has gone ory)	
veen groups tends to be reduced when and and appreciate each other's cul- be increased when they do not nd appreciate each other's culture). gy-Sociology)	Identifying emotional words Detecting evidence of propaganda
, and the atomic bomb are problems nations of the world. The use of the ns to settle disputes between nations ative to war. (Political Science)	
times there have been, and still are, icts between the "haves" and "have n a society and among the different the world. (Anthropology-Sociology)	Note and interpret the common symbols used in cartoons
have been enriched by the contribu- ented people in many fields of human echnology, the arts, scholarship, etc. gy-Sociology)	
evel of material culture may not be or desired by all societies. Cultural iches the entire human community. ogy-Sociology)	Appreciating contributions of other people to world culture

SUGGESTED ACTIVITIES

Ask students to compare the present Indian foreign policy with the U. S. foreign policy in her first years as a nation. (Note statements in Washington's Farewell Address which are comparable to India's present foreign policy.)

Role playing: enact a discussion between two students, one representing an Indian and the other a Pakistani, over the issue of Kashmir.

One student assumes the role of an Indian student in the U. S. and another student the role of a U. S. Senator who believes we ought to cut our aid to India unless she clearly aligns herself with the West. Construct and present a conversation between the two.

Discuss this topic: Pressure should be exerted to induce India to abandon her policy of non-alignment and to join the camp of free nations committed to checking the spread of international communism.

Draw a cartoon to illustrate some phase of India's foreign policy.

Bring to class newspaper and magazine cartoons which illustrate some phase of India's foreign policy. Explain the meaning of each cartoon.

Have student committees give group oral reports, using audiovisual materials, on such topics as: Music of India; Indian Literature, classical and modern; or Indian Art and Architecture.

Compare the movie industry in India with that in Hollywood.

Play records of Indian music and then records of American music (of the same type, i.e., classical, folk, or modern) and compare them as to rhythm and harmony (or lack of it).

SUGGESTED RESOURCES

Current magazine and newspaper articles and foreign policy bulletins

Helpful materials can be obtained from: The Asia Society (Educational Director) 112 E. 64th St. New York, N.Y. 10021

Information Service of India 3 E 64th St. New York, N.Y. 10021

GAER, JOSEPH. *Fables of India.* Boston: Little, Brown and Co., 1955.

ROWLAND, BENJAMIN. *The Art and Architecture of India.* Baltimore: Penquin Books, 1953.*

BOTHWELL, JEAN and WELLS, IRENE. *Fun and Festival from India, Pakistan, Ceylon, and Nepal.* New York: Friendship Press, 1954.

Records:
Music of India: Traditional and Classical, Folkways FE 4422
Folk Music of India, Folkways FE 4409 and FE 4425
The Sounds of India: A Sitar Recital by Ravi Shankar, Columbia Records WL 119

The Cooking of India and Indonesia. New York: 1969. Time-Life Books.

SUGGESTED SKILLS

Anticipating consequence of group discussion

Planning and contributing ideas

Seeing cause and effect relationships

Presenting information in graphic form

Presenting conflicting views and statements

Differentiating fact from opinion

Checking with other sources

Skimming and summarizing materials

SUGGESTED ACTIVITIES

Organize a panel discussion about the econom
confronting the Indian farmer. Have each pa
introduce a problem before opening the discu
class. Some suggested problems are: money-le
tion, water problems, crop yields, methods of
crop distribution.

Make a graph to show the population of India a
with the population of the other major nati
world. This chart should also show the rate of
growth in India.

Construct a pictorial graph comparing the st
living in India and the U.S. in regard to: (1)
income, (b) diet and nutrition, (c) education opp

Try to find facts to prove or disprove the
statement: "Because of population pressure
difficulties, it is doubtful that the average person
Pakistan is much better off than was his
grandfather before him; and many millions act
lower living standards." (Quoted from Norman D.
High School Studies Perspectives, p. 270.)

Report on India's Five-Year Plan, showing the
chief results of each of the series of Plans.

Report on the problem of languages in modern In
a map showing the languages of India and then co
boundary lines of the states of India with the area
languages.

Put in a skit contrasting the position of wome
Indian society today with their position bef
pendence.

D ACTIVITIES

about the economic problems
mer. Have each panel member
opening the discussion to the
lems are: money-lenders, taxa-
yields, methods of farming, and

population of India as compared
he other major nations of the
lso show the rate of population

h comparing the standards of
.S. in regard to: (1) per capita
ion, (c) education opportunities.

ove or disprove the following
population pressure and other
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uoted from Norman D. Palmer in
ctives, p. 270.)

ear Plan, showing the aims and
series of Plans.

languages in modern India. Make
es of India and then compare the
s of India with the areas of major

the position of women in the
th their position before inde-

SUGGESTED RESOURCES

MARKANDAYA, K. *Nectar in a Sieve*, New York: Signet Books, 1956.

Film: "Assignment to India." (Color 22 min.) Atlantic Productions

MORAES, FRANK. *India Today*. New York: MacMillan, 1960.*

BOWLES, CHESTER. *Ambassador's Report*. New York: Harpers, 1954.*

BOWLES, CYNTHIA. *At Home in India*. New York: Pyramid Books, 1959.

RAMU RAU, SANTHA. *Home to India*. New York: Harper, 1963.

PARTON, MARGARET. *The Leaf and the Flame*. New York: Alfred Knopf, 1959.*

SAHGAL, NAYANTAM. *From Fear Set Free*. Norton, 1961.

*Teacher resource, or reading for advanced students only.

An Illustrative Unit—Level II

A DESERT ENVIRONMENT
and its effect on people who live there

I. Descriptive Statement

Of all the places man might make his home, none is less inviting that the desert. A desert life is often one of loneliness, a search for food and shelter, and a constant effort to change oneself or one's environment to weaken the harshness of desert living.

II. Provocative or Leading Questions

What are some of the important features of deserts, and what effects do these features have on life there?

III. Suggested Disciplines (Interdisciplinary)

1. Geography
2. Anthropology
3. Economics

IV. Specific Skills to be Developed

A. Locate the major deserts of the world on a physical map and on a globe. Indicate the latitudes where they are found, noticing particularly the great amount of desert or steppe land between the 15th and 35th parallels.

B. Prepare a bar graph on one or several of the following features of a desert environment:
   1. Precipitation
   2. Major minerals
   3. Population density
   4. Diurnal variation of temperature

C. Establish a cause and effect relationship between the climatic conditions and the plant response and/or animal response to these conditions. The cactus and camel would be excellent examples, respectively. Such questions as these might be stimulating:
   1. How has the camel responded to the lack of water in the desert environment?
   2. What are the advantages of his padded feet and knees in a desert climate?
   3. What does the hump of the camel store? Why is this important in a desert climate?

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[3] Reprinted from *Discovering the Structure of Social Studies* by James A. Womack, Benziger Brothers, Inc., New York, 1968, pp. 93-99.

D. Develop an understanding of geographic terms relating to deserts. These terms might include: diurnal variation, temperature, precipitation, relief, oasis, nomad, pastoral nomads, steppe, humidity, climate, domesticated animals, date palms, and nitrates.

E. Ask students to offer reasons for the cause and effect relations of certain areal conditions of physical geography. They might be asked to explain:

1. How the plant life and agriculture of the desert reflect climatic conditions there. These climatic conditions would include light, sporadic rainfall, great extremes in daily temperature, poor quality soils, and high velocity winds with strong gusts.
2. The influence of mountain barriers on trade winds affecting precipitation on both the windward and leeward sides of *mountains.*

F. Ask students to study any oasis and to cite the various and often ingenious ways in which the people living there have preserved and made maximum use of the scarce water. Such oases as the Nile, Lower Indus Valley, or the Imperial Valley of the U. S. would be excellent examples. In this study of oases, the students should pay attention to such geographic factors as:

1. Location of river streams, usually found in surrounding highlands several hundreds of miles away.
2. Importance of soil and mud deposits made by the river systems.
3. Importance of scarce water for irrigation agriculture, including crops grown during flood seasons such as sorghum and rice.

V. Answers to the Provocative or Leading Questions

A. The important features of a desert environment are:

1. The harshness of the climate for all forms of life. This includes the ever constant lack of water, the blinding winds, the scorching heat, and the general aridity of the area.
2. The effects of the lack of water on plant life, animal life, and human life. Plant root systems probe deep into the soil to gain water, while many animals including the camel and sheep have made biological adaptation to survive in the harsh environment.
3. The existence of a few minerals usually resulting from salt water deposits. These minerals often include sodium nitrates, guano, salt and borax.

B. The important effects of the harsh desert environment on man are:

1. Man has been forced to adapt to the desert environment, and yet has also been able to change his environment to meet his

own needs. Man has adapted to the desert environment in many ways. Some are:

a. He has become nomadic, wandering from place to place in search of pastoral land and water. This constant wandering has forced him to live in easily movable tents and to live on the bare essentials of life. Often the competitive desert life, which is due to scarce resources, had made him a fierce warrior and highly suspicious of others. Often too, the isolation of his life has led him to become religious.

b. Man has adapted to his environment by wearing white clothes to offset the intensity of the heat, by domesticating animals which he uses for multiple purposes, and by his own self-control in using water.

C. *Man has* adapted his environment to meet his own needs. Some adaptions are:

1. He has developed many ingenious methods of irrigation to conserve the scarce water and to insure its availability when needed. These methods of irrigation have permitted him to develop an agricultural system on the banks of oases. He has also discovered such plants as the date palm which can thrive in the arid desert climate.
2. He has domesticated animals and found many and various uses for them. They serve him as pack animals, as sources of transportation, protection, food and drink, and often even his shelter is made from animal skin.
3. He has helped to develop mining regions of nitrates, salt, and borax, and even petroleum. Around these mining and industrial regions, villages and settlements have sprung up to serve as commercial villages.

VI. Content Sources

A. Books and Periodicals

Beim, Jerrold, *Erick on the Desert*, New York: William Morrow and Co., Inc., 1953 (1-3). This picture storybook for slower readers about a newcomer's first experience on the Arizona desert provides a good view of the desert and its life (Student/Teacher source).

Carpenter, Frances, *Our Little Friends of the Arabian Desert*, New York: American Book Company, 1934 o.p. (3-4). Describes the daily life of two children belonging to a Bedouin tribe, and the activities of the tribe through a year of wandering and trading. Stress is laid upon the influence of natural environment on manners and customs (Student/Teacher source).

Disney, Walt, productions, *Walt Disney's Living Desert* by Jane Warner and the staff of the Walt Disney Studio. New York: Simon and Schuster, Inc., 1965. Goldencraft (1-6) (Student/Teacher source).

Epstein, Samuel, & Epstein, B. W., *All About the Desert,* New York: Random House, Inc., 1957 (4-7). A fascinating report on the deserts of the world with a scientific explanation for their parched state. Includes a description of the plant and animal life inhabiting the desert (Student/Teacher source).

Goetz, Delia, *Deserts,* New York: William Morrow and Co., Inc., 1956 (4-6). An interesting description of desert lands and the plants and animals that inhabit the desert (Student/Teacher source).

Kissin, Ruth, *Desert Animals,* New York: David McKay Co., Inc., 1947. o.p. Cadmus. (1-3). A rhymed text and colored illustrations present an attractive picture of life in the desert. For slower readers (Student/Teacher source).

Malkus, A. S. *Sidi, Boy of the Desert,* Holt, Rinehart & Winston, 1956 (5-7). An absorbing story of a Bedouin boy and his search for his Arabian colt. A good picture of desert life (Student/Teacher source).

Patch, E. M. and Fenton, C. L., *Desert Neighbors,* New York: The Macmillan Company, 1937. o.p. (4-6). These studies of desert wildlife picture with clarity and beauty the atmosphere of the desert (Student/Teacher source).

Reed, W. M., *Sky is Blue*, New York: Harcourt, Brace & World, Inc., 1940 (4-6). This elementary scientific book on geology and weather has a chapter (pp. 109-120) on "Why do we have deserts?" For good readers (Student/Teacher source).

VII. Generalizations to be Discovered. Citations of Proof

A. Man adapts himself to his environment, both biologically and culturally, and adapts his environment to meet his own needs.
   1. Nomadic people have adapted themselves to desert conditons.
   2. The people of Israel have changed much of their desert environment to meet their own needs.
   3. The early American colonists in both Jamestown and Massachusetts were forced to adapt themselves to their environment.

B. The harsher the physical environment the more time man must spend meeting his basic needs and the less time he has for leisure.
   1. Consider the early American frontiersman.
   2. Consider the Eskimo or the Aborigines of Australia.

isney's Living Desert by Jane
isney Studio. New York: Simon
encraft (1-6) (Student/Teacher

W., *All About the Desert,* New
7 (4-7). A fascinating report on
scientific explanation for their
tion of the plant and animal life
cher source).

: William Morrow and Co., Inc.,
ription of desert lands and the
t the desert (Student/Teacher

w York: David McKay Co., Inc.,
ned text and colored illustrations
life in the desert. For slower

esert, Holt, Rinehart & Winston,
of a Bedouin boy and his search
picture of desert life (Student/

esert Neighbors, New York: The
. (4-6). These studies of desert
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York: Harcourt, Brace & World,
y scientific book on geology and
09-120) on "Why do we have
ent/Teacher source).

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changed much of their desert
n needs.
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t themselves to their environment.

nment the more time man must
d the less time he has for leisure.
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borigines of Australia.

C. Natural resources become valuable only when man uses them, and his manner of using them reflects the needs and level of technology in his society.
   1. Consider the value of oil deposits today as compared to the period before the British and American firms began to exploit them.
   2. Consider the contrasting technology used in coal mines today and in the past.

D. Since natural resources are limited and human wants relatively unlimited, every society has developed some means of allocating resources.
   1. Consider the market place in a capitalist country.
   2. Consider a quota or ration system.

E. All societies have some form of law and organization through which necessary activities are performed.
   1. Consider a modern urban government.
   2. Consider the social arrangement of an important Indian tribe, such as the Apache or Zuni.

F. Every culture attempts to perpetuate itself by transmitting its values and mores to the young.

G. Man's physical environment and environment and climate interact to condition the daily activities of man.
   1. Consider the people of Asia during the monsoon season.
   2. Consider the mountainous people of the Himalayas and the people of a Maine coastal fishing village.
   3. Contrast living in Florida with living in Alaska during the winter months.

H. The population density of an area is often in direct proportion to the suitability of the area in terms of the ways of making a living.
   1. Consider the population density of the wheat farms of the Great Plains in terms of the ways of making a livelihood there.
   2. Consider the population density of a major urban center in terms of the numerous ways of making a livelihood there.

I. The inter-relationship of man and his physical environment have contributed to diverse cultural development.
   1. Consider the Indian tribes' cultures in terms of their respect and reverence for their physical environment.
   2. Consider the Eskimo.

An Illustrative Unit—Level III[1]

FOREST REGIONS

Introduction

Due to a greater demand for wood products, water restoration, and recreation facilities for the general public, it seems imperative that pupils of the elementary age group become acquainted with the principles and practices involved in the conservation of our national forests. In the infancy of our nation and through the progression of historic events, up to and including the early twentieth century, it seemed that the forest lands were endless and that the waste incurred by cutting practices was not of great consequence. This philosophy, however, no longer prevails as alarm grows at the rapid depletion of timber resources.

Therefore, it is the purpose of this unit to aid the teacher and the pupil in the development of generalizations related to gaining an understanding of (1) the value and use of forest lands and forest products; (2) forest lands of the 48 contiguous states; (3) the enemies of our national forests; and (4) the practices of protecting and conserving our national forests.

SPECIFIC OBJECTIVES

The pupil will be able:

1. to compare the sources which place demands on the use of forest products.

2. when given a set of materials, to construct models which demonstrate the influence of forest vegetation on good and poor storage of ground water.

3. to describe the use of forest lands in relation to providing for recreational facilities, rangelands, and wildlife habitat.

4. when given a map of the 48 contiguous states, to locate and define the six predominant forest regions of that area.

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[1] Prepared by Gerald Ross.

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5. to contrast the climatic and environmental conditions which exist in the six major forest regions which are influential on growth of forest vegetation.

6. to list the major enemies of the forest and describe how they retard or destroy tree growth.

7. to describe the special services of the United States Forest Service regarding the management of timber, range, water, recreation, and wildlife resources.

8. to demonstrate that he has developed an understanding of the individual citizen's responsibility in preserving our forest lands.

9. to demonstrate the change in attitude or value he has for forest conservation due to in-depth study of conservation problems.

INITIATORY ACTIVITIES

Invite speaker from United States Forest Service to discuss the problems in the consumption and use of the national forest products and land.

Present problem to children showing increased use of forest products and land use and what the trend might be if conservation efforts are not implemented.

Introduce problem situation whereby children are shown the effects of flooding conditons in forest lands due to lack of reforestation.

CONTENT AREAS AND LEARNING ACTIVITIES

I. The Value and Use of Forest Lands and Forest Products

A. Content

1. The use of wood for fuel in the U. S. represents 16% of the total consumption of lumber. With an increased use of electricity, gas, and oil for heating, the consumption rate of wood for fuel will further decrease.

2. The greatest use of lumber in the U. S. is for various types of construction such as housing, farm buildings, light manufacturing industry, warehouses, schools, gymnasiums, etc. Furniture, tool handles, household woodenware, radio and television cabinets, and other small item wood products use lesser amounts.

3. Pulpwood products for the manufacture of paper products has rapidly been increasing. Other wood pulp products such as rayon, cellophane, acetate plastics, photographic film, and plastic toys also add to the consumption rate.

4. Forest vegetation exerts great influence in reducing surface water run-off, reducing soil erosion, and inproving storage of ground water.

5. The use of the national forests for recreational activities such as camping, hunting or fishing, skiing, picnicking, and boating has greatly increased. During the early 1960's over 15 million acres of national forest lands were primarily devoted to that use.

6. The national public and private forests provide grazing and habitat for domestic livestock and game animals.

B. Learning Activities and Evaluative Procedures

Generalization: Multiple use of the forest places its value high for the economic stability and recreational pursuits of the common citizenry.

1. Suggested Learning Activities

   a. Conduct a class discussion concerned with the topic of the use of the forest for fuelwood.

   b. Show the film, "From Trees to Lumber." Class discussion.

   c. Show the film, "From Trees to Paper." Class discussion.

   d. Invite a guest speaker from the Soil Conservation Service to speak on the topic of "The Relationship of the National Forest and Water Control and Storage."

   e. Show film, "Water for the West." Discuss.

   f. Have the children relate personal experiences whereby they have used the national forests for recreational purposes. Discuss the use of the forest for recreation and the implications for an increasing population.

   g. Invite a guest speaker who represents the United States Forest Service to speak on the topic, "The Use of the National Forest for Range for Domestic Livestock and Wildlife Habitat."

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h. Organize individual class members to conduct a panel discussion on the multiple use of the forest and why conservation of the forest is necessary for general public use and economic stability.

2. Suggested Evaluative Procedures

   a. Each individual pupil will write a paper summarizing and comparing the demands of public and private groups for use of forest lands and forest products.

   b. Make available materials such as clay or plaster whereby pupils will construct models which demonstrate good and poor watershed practices for the control and storage of water resources.

II. Forest Lands of the United States

A. Content

1. The eastern half of the United States contains 75% of the total forest land which can be divided into four distinct forest regions: (1) Northern Forest, (2) Central Hardwoods Forest, (3) Southern Forest, and (4) Tropical Forest.

2. In the West, the remaining 25% of the forest land is divided into two forest regions: (1) Pacific Coast Forest, and (2) Rocky Mountain Forest.

3. Within these forests, we can group the trees into softwoods or coniferous trees, and hardwoods or broadleaf trees.

4. Climatic and environmental conditions such as amount of precipitation, climate, growing season, and type of soils influence the type and amount of growth of trees in a specific forest area.

B. Learning Activities and Evaluative Procedures

Generalization: Forest regions may be classified in the United States, and growth of certain types and species of trees depend largely upon climatic and environmental conditions.

1. Suggested Learning Activities

   a. Investigate what kinds of trees grow locally. Take the pupils on a walking field trip within the immediate area to identify local trees.

b. Distribute the pamphlet, *How a Tree Grows,* (U.S.D.A.). Discuss the main ideas presented.

c. Construct a bulletin board demonstrating the six major forest regions of the 48 contiguous states and the main species of trees found in each region.

d. Have the learners make maps showing the six major regions of forest in the United States and write a short summary explaining why certain species of trees grow due to climate and environmental conditions.

2. Suggested Evaluative Procedures

a. Construct an objective-type evaluative instrument whereby the pupils' knowledge of the relationship between forest growth and environmental and climatic conditions will be assessed.

b. Make available a map of the 48 contiguous states and have pupils outline and designate the six major forest regions of the United States.

III. Enemies of Our National Forest

A. Content

1. Generally, fires may be classified as surface fires or crown fires. Not only is the extensive damage to trees, but fires kill game and other wildlife, destroy human lives and homes, and destroy the watershed capacity of the forest.

2. Insects are the greatest destroyers of sawtimber trees. The deadliest enemies of conifers are the bark beetles. Other destructive insects include those that eat the foliage of trees, such as the spruce budworm. Losses caused by insects may be prevented or reduced by maintaining healthy, vigorous stands of trees or by spraying insecticide.

3. The total effect of diseases on the productivity of the forest exceeds that of all other enemies. Some of the common diseases are fungi known as blights and rusts. Losses may be reduced by protecting trees from injuries and by harvesting them before the fungi can destroy the wood in the trunks.

4. Overgrazing by domestic livestock and wildlife can be a source of serious damage to both mature trees and the young growth. Grazing in woodlands should therefore be carefully regulated if the stand is to remain productive.

5. Natural hazards such as wind, snow, sleet, and ice may be harmful to young trees.

B. Learning Activities and Evaluative Procedures

Generalization: Man-made and natural hazards represent the forces which inhibit the optimum growth of forest. Among the principal enemies of the forest are fire, insects, and disease.

1. Suggested Learning Activities
   a. Distribute the pamphlet, *Enemies of the Forests,* (U.S.D.A.) for study and discussion.

   b. Show film, "The Frying Pan and the Fire." The film shows vividly the aspects of fire that is uncontrolled and the effects of its aftermath.

   c. Have a display of wood samples that have been destroyed or damaged by fire, insects, and disease.

   d. Have the pupils participate in the investigation of making a fire lane.

   e. Arrange for a field trip whereby the pupils may gain first-hand knowledge by discovering the effects of fire, disease, insects, overgrazing, or other hazards which retard or destroy tree and forest growth.

   f. Have pupils prepare a bulletin board entitled "The Enemies of the Forest."

2. Suggested Evaluative Procedures
   a. Have the pupils prepare an original report, listing and describing the major enemies of the forest and how they retard or destroy forest growth.

   b. Prepare an essay-type examination in which the learners will list and describe the major enemies of the forest and their effects on forest growth.

IV. Protecting and Conserving Our National Forests

A. Content

1. The services of the personnel employed by the United States Forest Service include the following: (1) management of timber resources, (2) management of grazing land, (3) management of wildlife habitat, (4) management of the forest for recreational resources, (5) management of water storage facilities, and (6) protecting the forest from man-made and natural enemies.

2. Individuals share in the use of the national forest for various reasons and have equal responsibility in the protecting and conserving of forest lands. There are regulations that prohibit certain practices in the use of the forest.

B. Learning Activities and Evaluative Procedures

Generalization: Generally the management of the national forests is entrusted to the United States Forest Service; however, individual citizens share in the responsibility of conserving and protecting the forest lands.

1. Suggested Learning Activities

   a. Show film, "The Forest Ranger," (U.S.D.A., 32 min.). Class discussion.

   b. Invite a representative of the United States Forest Service to speak on the topic, "How the Forest Service Conserves and Protects Our National Forests."

   c. Distribute the pamphlet, *In Your Service: The Work of Uncle Sam's Forest Rangers,* (U.S.D.A.). Study for possible discussion topics.

   d. Use the film, "Woodland Manners," to point out that preserving our forest lands is everyone's responsibility.

   e. Discuss among the pupils things they can do to help conserve the forest lands, not only for their own use, but for future generations.

   f. Discuss the laws and regulations that prohibit persons from overusing the forest or abusing the public domain.

2. Suggested Evaluative Procedures

   a. Have children develop a skit on what they consider good and poor manners in the forest.

   b. Have each pupil prepare a poster describing the services of the United States Forest Service in conserving and protecting the forest lands.

   c. Have each pupil prepare a poster describing how responsible citizens aid in the protection and conservation of forest lands.

SUGGESTED CULMINATING ACTIVITIES

Have the pupils display posters and other projects in conspicuous places throughout the school. The purpose of this activity is to promote the conservation ideal throughout the school. As a follow-up to the displays, have the class sponsor a school-wide essay or poster contest promoting conservation in every grade in the school.

Have the children develop a newsletter which may be duplicated and published periodically throughout the year. The newsletter would contain information concerned with conservation practices and current items of interest dealing with conservation. The publication would be distributed to other pupils in the intermediate grades.

EVALUATION

Evaluation has been a continuous process. The objectives and evaluative procedures have been stated in specific pupil-directed activity and not teacher-directed goals.

In relationship to the ninth objective stated in the beginning of the unit, the pupils will be given a pre- and post-test to determine changes in attitudes and values concerning the use of forest products and the protection and conservation of our forest lands. The attitudinal scale will not measure the attainment of factual knowledge as such, but how the pupil uses factual knowledge in developing attitudes and values.

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List of Audio-Visual Aids

At Home With Wood, 28 min. U.S.D.A.
Burning Issue, 14 min., U.S.D.A.
Days of a Tree, 28 min., A.F.P.I. (Amer. Forest Products Institute).
Dead Out, 10 min., U.S.D.A.
From Trees to Lumber, 14 min., A.F.P.I.
From Trees to Paper, 13 min., A.F.P.I.
Grass and Cattle, 15 min., U.S.D.A.
Heritage Restored, 14 min. U.S.D.A.
Patterns of the Wild, 27 min., U.S.D.A.
Realm of the Wild, 25 min., U.S.D.A.
Tent Flaps and Flapjacks, 25 min., U.S.D.A.
The Forest Ranger, 32 min., U.S.D.A.
The Frying Pan and the Fire, 20 min., U.S.D.A.
There's More Than Timber to Trees, 33 min., U.S.D.A.
This is Your Forest, 10 min., U.S.D.A.
Voice of the Forest, 27 min., U.S.D.A.
Water for the West, 25 min., U.S.D.A.
Watershed Wildfire, 21 min., U.S.D.A.
Woodland Manners, 19 min., U.S.D.A.

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ees to Lumber, 14 min., A.F.P.I.
ees to Paper, 13 min., A.F.P.I.
d Cattle, 15 min., U.S.D.A.
Restored, 14 min. U.S.D.A.
of the Wild, 27 min., U.S.D.A.
f the Wild, 25 min., U.S.D.A.
ps and Flapjacks, 25 min., U.S.D.A.
est Ranger, 32 min., U.S.D.A.
ng Pan and the Fire, 20 min., U.S.D.A.
More Than Timber to Trees, 33 min., U.S.D.A.
our Forest, 10 min., U.S.D.A.
the Forest, 27 min., U.S.D.A.
r the West, 25 min., U.S.D.A.
ed Wildfire, 21 min., U.S.D.A.
d Manners, 19 min., U.S.D.A.

Sources of Free or Inexpensive Teaching Aids

American Association of Nurserymen, Public Information Service, 10 East 43rd St., New York, New York 10017.

American Forest Products Industries Inc., 1835 K St. N. W., Washington, D. C. 20006.

American Forestry Association, 919 17th St. N. W., Washington, D. C. 20006.

Conservation Foundation, 1250 Connecticut Ave. N. W., Washington, D. C. 20036.

Forest Farmers Association Cooperative, 1375 Peachtree St. N. E., Suite 650, Atlanta, Georgia 30309.

Society of American Foresters, 1010 16th St. N. W., Washington, D. C. 20036.

Trees for Tomorrow, Inc., Box 377, Merrill, Wisconsin 54452.

U. S. Department of Agriculture, Forest Service, Washington, D. C. 20250.

U. S. Department of Agriculture, Soil Conservation Service, Washington, D. C. 20250.

U. S. Department of the Interior, Bureau of Land Management, Washington, D. C. 20240.

U. S. Department of the Interior, Bureau of Reclamation, Washington, D. C. 20250.

U. S. Department of the Interior, Fish and Wildlife Service, Washington, D. C. 20250.

Western Forestry Conservation Association, 1326 American Bank Bldg., Portland, Oregon 97205.

Weyerhaeuser Timber Co., Department of Public Information, Tacoma, Washington 98401.

DAILY LESSON PLAN

Example: Monsoons in India

Here is a single lesson, less than an hour in length, related to the type of instruction being suggested by this *Framework*. The lesson is taken from the illustrative unit on India (See pp. 44-54). It is an introductory and planning lesson leading to perhaps a week's work on monsoons.

The Monsoons of India

A. Generalizations being discovered and developed.

In each area or nation-state the unique content of geographic elements, such as people, landforms, climate, cities, ways of working, customs and beliefs, and their spatial arrangement create a unique geography.

Climate affects where and how people live.

B. Objectives (in behavioral terms) of entire discussion of monsoons.

The student can describe orally or in a 100-word essay the behavior of the monsoon.

The student can identify on a map the geographic features which cause a monsoon climate.

The student can explain in a brief essay the way in which Wyoming climate patterns differ from those of Monsoon India.

The student can list five ways in which the monsoon affects Indian life.

The student can write a definition of monsoon.

C. Materials.

Maps
Globe
Dictionary, encyclopedia
Basic text and supplementary readings.

SSON PLAN

hour in length, related to the type of *Framework*. The lesson is taken from pp. 44-54). It is an introductory and week's work on monsoons.

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D. Discussion activities of today's lesson.

From resources class work out acceptable definition of monsoon, noting its origin.

From climate maps students work out areas in which monsoons occur.

Share knowledge of life in India and discuss ways climate affects it.

Compare and contrast India's climate to Wyoming's blizzards, what would it be like to have 300 inches of rain?

Compare monsoons with winds in your own locale.

E. Planning for future lessons.

What more do we need to know about monsoons?

What more do we need to investigate about affects of monsoons on life in India?

Anticipated areas of group inquiry.

Monsoons and agriculture.
Monsoons and housing.
Monsoons and erosion.
Monsoons and population centers.

Plan activities to cover areas.

Oral presentations, panels, etc.
Films, filmstrips, etc.
Map work.
Individual research.

Assign individual student responsibilities.

F. Evaluate lesson in terms of progress toward stated objectives.

EVALUATI

Evaluation, from its nature and purpose, is a process that demands explanation and description in terms of the objectives. Evaluation involves a web of judgments based upon interactions. First, teachers and learners concern themselves with setting objectives. Following this, learners participate in a variety of purposeful activities. These activities, then, provide or do not provide the evidence that learners have developed the ability to build concepts and create a value system for themselves. Teachers have the responsibility of judging both the quality and quantity of growth in terms of the achievement of the objectives of the program. Evaluation is a continuous flow of decisions and judgments. Looking at the objectives of the program in this guide, we must devise means to measure growth not only in facts but in principles, generalizations and concepts. For example:

> How is the student's understanding of such broad concepts as democracy, government or culture determined?
>
> How is the quality of citizenship measured after 13 years of formal instruction?
>
> What are the effective means of measuring change in a culture, ability to organize information, or the location of a mountain range?

The specific methods of evaluation are the professional problems of each teacher. Besides tests and observations the knowledge of other instruments and procedures is an area worthy of exploration, particularly if the total behavorial pattern of the learner is to be judged.

EVALUATION[1]

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Very specifically, the process of evaluation, carried on continuously, may compel every professional teacher to ask himself often:

> In what ways do I create an atmosphere in which learners interrelate their learnings?
>
> What assumptions am I making about these children and young people–their backgrounds, their abilities, their interests?
>
> What guidance am I offering in improving the learning processes of each student?
>
> Am I honestly developing the thinking potential of each one? How? How do I know?
>
> How am I specifically helping each learner to accept responsibility and to make sound decisions?
>
> By what precise means am I reinforcing the learner in his direction of achievement?
>
> Can I assess the strengths in the teaching processes that seem to impede the learning of some?
>
> Do I consider all aspects of the learning processes in determining an evaluation called a "grade"?

[1] *A Guide to Social Studies K-12*, (Pierre: South Dakota Department of Public Instruction, 1969), p. 25.

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As a local committee plans for development of social studies programs, an invaluable aid is a well supplied library of materials dealing with curriculum development and methods of instruction. The bibliography which follows contains abundant materials from which local schools might choose. Schools should also include a wide variety of professional magazines. Musts for the social studies include: *Social Education* (publication of the National Council for the Social Studies), *Journal of Geography* (publication of the National Council for Geographic Education), and *The Social Studies* (McKinley Publishing Company).

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- How to Use a Bulletin Board
- How to Use a Daily Newspaper
- How to Use Group Discussion
- How to Use Recordings
- How to Use Oral Reports
- How to Locate Useful Government Publications
- How to Conduct a Field Trip
- How to Utilize Community Resources
- How to Handle Controversial Issues
- How to Introduce Maps and Globes
- How to Use Multiple Books
- How to Plan for Student Teaching
- How to Study a Class
- How to Use Sociodrama
- How to Work with the Academically Talented in the Social Studies
- How to Develop Time and Chronological Concepts
- How to Teach Library Research Skills in Secondary School Social Studies

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GLOSSARY OF

AFFECTIVE DOMAIN–One of the classifications into which educational objectives may be placed. The objectives in this classification are those which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment.

ATTITUDES–A term referring to acquired tendencies to respond in certain ways to certain situations, persons, events, or ideas.

ANTHROPOLOGY–The social science discipline built around the "theory of culture". It attempts to understand other cultures in their own terms.

ARTICULATION–A term used in curriculum development referring to continuity and communication across and between lower and upper levels of instruction.

BEHAVIORAL OBJECTIVES–Instructional objectives prepared in terms that clearly identify the changes desired in the student as an outcome of the instruction.

CASE STUDY–A teaching strategy in which an event, or series of events, is examined in depth to aid in determining cause and effect relationships or to illustrate social trends, practices, or problems.

COGNITIVE DOMAIN–One of the classifications into which educational objectives may be placed. The objectives in this classification range from those which emphasize simple recall to actually combining, synthesizing, and developing intellectual abilities.

CONCEPT–An idea represented by a word or term standing for a class or group of things. These ideas range from simple ideas (river) to complex abstract ideas (globalism).

DISCIPLINE–A recognized area of knowledge with its own method of inquiry and method of proof. Examples: sociology, physics, economics.

DISCOVERY METHOD–A teaching strategy that involves pupils in the process of thinking things through and determining things for themselves. Students are encouraged to draw plausible inferences from evidence presented.

GLOSSARY OF TERMS

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ECONOMICS–The social science discipline which studies the operation of the social institutions involved in the production and distribution of goods and services to satisfy human needs.

EXPOSITORY METHOD–A teaching strategy in which the teacher is the most active participant. It is sometimes known as "teaching by telling".

FACTS–Pieces of information about something which exists, or has happened.

GAME–A teaching strategy in which a contest or competitive activity is structured among opposing players. The activity is structured among opposing players. The activity is usually looked upon as fun by students and can contribute to learning when carefully planned.

GENERALIZATION–A general rule or principle drawn from related facts and expressing abstract relationships among concepts.

GEOGRAPHY–The social science dealing with the earth's surface and the distribution of life upon it.

HISTORY–The social science concerned with the study, recording, and examination of man's activities in the past.

HYPOTHESIS–A generalization arrived at after considering evidence which has not been thoroughly tested and validated, tentatively adopted to explain certain facts.

INQUIRY–See Discovery Method.

INTERDISCIPLINARY APPROACH–A teaching strategy which builds a social studies program, course, or learning opportunity, by drawing upon the structure, information, and conclusions of more than one, and often all of the social science disciplines (history, anthropology, sociology, political science, economics, geography, and social psychology).

LEVEL–The point at which a student is able to deal with materials and learnings offered in preparation for progression within the planned sequence of learning activities.

MODE OF INQUIRY–The process of thinking and investigating within specific disciplines.

MULTI-MEDIA APPROACH–A teaching strategy in which a wide variety of materials is used to stimulate student learning. Materials may range through the entire gamut of educational technology, including such aids as books, records, films, and tapes.

MULTI-TEXT APPROACH–A teaching strategy in which several basic texts are used within a class. Texts selected might be chosen because of unusual presentations of similar material, vocabulary differences, etc.

POLITICAL SCIENCE–The social science discipline concerned with the study of political systems and government processes.

PROBLEM SOLVING APPROACH–A teaching strategy in which a mode of inquiry is used to give students opportunities to find answers to questions or solutions to problems.

PSYCHO-MOTOR DOMAIN–One of the classifications into which educational objectives may be placed. The objectives in this classification are those which emphasize a motor skill.

SCOPE AND SEQUENCE–The plan determining the placing of students in relation to the content and order of learning experiences.

SIMULATION–A teaching strategy in which a simplified model of a social situation is established so that students may work through a specifically devised problem, having at hand materials and equipment needed.

SKILLS–Organized ways of dealing effectively with materials, problems, or situations.

SOCIAL PSYCHOLOGY—The social science discipline concerned with the study of behavior and the dynamics of behavior change. It is particularly concerned with the interaction between individuals and groups as opposed to the field of clinical psychology which is more directly concerned with the functioning of the mind.

SOCIAL STUDIES—The study of man and of his relationships with his physical and social environment. Social studies includes concepts from many social sciences.

SOCIOANALYSIS—The teaching strategy by which the teacher guides students to examine the causes behind human behavior and events.

SOCIOLOGY—The social science discipline which delves scientifically into the nature of social reality, specifically, man's behavior within a group.

STRUCTURE OF A DISCIPLINE—The method of inquiry used in the discipline; that is the manner in which those practitioners of the discipline go about forming hypotheses and gathering proof for validating these hypotheses.

TEACHING STRATEGIES—Procedures established by the teacher to induce learning on the part of the students. May include procedures such as expository teaching, directed discussion, discovery exercises, problem solving, or myriads of other procedures.

THEORY OF A DISCIPLINE—See Structure of a Discipline.

VALUES—The result of judgments made by an individual or the society as a whole which determine the relative importance or worth of a thing, idea, practice, etc.

WIDENING HORIZONS—The theory of social studies curriculum development in which students move progressively from content dealing with the immediate surroundings and experiences to content dealing with the entire world.

APPENDIX A—OBJECTIVES FOR INST

Successful instruction does not depend upon any designated organization of students, materials, and environmental conditions. The organization that proves to be effective in one instance may be inadequate in another instance. Each situation is unique in itself and must be recognized as such. How then does the teacher plan for learning experiences to take place?

Probably the best way is first to write his objectives for that particular unit or lesson. But too often the objectives tend to be broad, general statements which are not really useful in planning. These general objectives invariably use words such as "understanding," "appreciation," "to know," and "to enjoy." In a general sense they may be useful, but such terms are open to a wide range of interpretation, thus lending themselves to misinterpretation as well, and serve little purpose in aiding the teacher in his planning of instruction.

Instructional objectives, often given as behavioral objectives, to be most useful should be expressed in terms of observable student behavior or a description of a pattern of behavior or performance the teacher wants the student to be able to demonstrate.

Preparing and writing instructional objectives is often hard for teachers to do for lack of knowing how to proceed. Mager suggests that preparation should be in response to the following questions: (1) What is it that we must teach? (2) How will we know when we have taught it? and (3) What materials and procedures will work best to teach what we wish to teach? Not only must each of these questions be answered for successful instruction but the order in which they are answered is important. The first question must be answered before the other two.

Once the teacher decides what he must teach, several kinds of activities are necessary on his part if he is to be successful. First, he decides upon the goal he intends to reach at the end of the unit or program. (How will we know when we have taught it?) Second, he selects the procedures, content and methods which will be used to reach the goal. Third, he evaluates the student's behavior in accordance with his stated objectives. When clearly defined objectives are lacking, it is impossible to evaluate efficiently. Clearly defined objectives will specify the nature of the behavior or performance and thus indicate the necessary testing or evaluation procedures.

An instructional objective need not be limited to specific means, but should be stated in terms that permit and encourage the use of various procedures.

How then does the teacher write objectives which will describe the desired behavior of the student? Again referring to Mager, the following three steps are suggested: First, identify the behavior by name: one can specify the kind of behavior which will be accepted as evidence that the student has achieved the objective. Second, try to further define the desired beha
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NDIX A—OBJECTIVES FOR INSTRUCTION[1]

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desired behavior by describing the important conditions under which the behavior will be expected to occur. Third, specify the criteria of acceptable performance by describing how well the student must perform to be considered acceptable.

A usefully stated objective is one that is stated in behavioral, or performance, terms that describes what the student will be doing when demonstrating his achievement of the objective. It is meaningful to the extent it communicates an instructional intent to its reader, and does so to the degree that it describes or defines the behavior expected of the student.

Useful words for expressing objectives in behavioral terms include the following:

Level 1	**Level 2**	**Level 3**
(Simple behavioral objectives)	(Behavior requiring application of more complex mental operations)	(Behavior showing that student has firm grasp of concept or original thought)
find	prove	generalize from data
gather data	organize data	synthesize
investigate	analyze	predict
make	compare	reorganize
identify	discriminate	discover
recognize	differentiate	formulate hypotheses
classify	justify	infer
measure	contrast	deduce
compute	interpret	discuss critically
illustrate	identify variables	integrate

Words for indicating mere memorization of certain things, the following could be used in stating behavioral objectives: recall, duplicate, repeat, state, define, tell, list reasons for, explain, imitate.

For more information on behavioral objectives, see the following suggested references:

Armstrong, Robert J., and others, *Developing and Writing Behavioral Objectives.* Tucson, Arizona: Educational Innovators Press, Inc., 1968, 95pp.

Esbensen, Thorwald, *Working With Individualized Instruction.* Palo Alto, Calif.: Fearon Publishers, 1968, 122 pp.

Mager, Robert F., *Preparing Instructional Objectives.* Palo Alto, Calif.: Fearon Publishers, 1962, 62 pp.

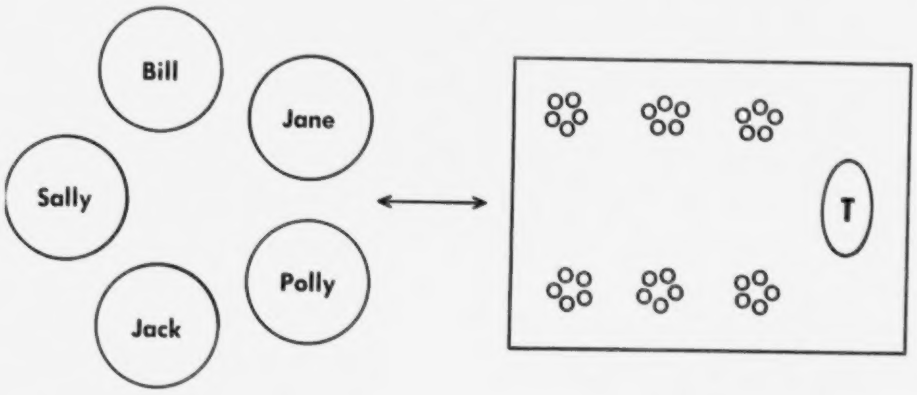
____________, *Developing Attitude Toward Learning.* Palo Alto, Calif.: Fearon Publishers, 1968, 104 pp.

Popham, W. James and Eva L. Baker, A Series of Tested Instructional Programs, Seven illustrated filmstrips and tapes on instructional objectives and related materials. Los Angeles, Calif. 90024: Vimcet Associates, Box 24714.

APPENDIX B—INSTRUCTION

Several types of instructional groups may be used in classroom situations. A few grouping techniques are discussed below. Judicious use of such discussion techniques will provide for exciting student involvement and for opportunities for personalizing instruction.

Discursive group: Exists when there is a free and uninhibited discussion by students of a topic of prime importance to them. The teacher's role is one of an interested observer noting who is taking part, and watching for student reaction. The students in a discursive group should form into as small and as perfect a circle as possible, as the diagram illustrates.[1]



Task group: Exists when there is a *specific* job to be done. The task needs to be clearly defined and understood by all; roles and individual assignments should be sharply delineated; the necessary resources should be provided, deadlines should be set and the group should end its work with feedback and evaluation from the class. The feedback could be oral or written. The diagram *does not* necessarily indicate group arrangement as there is no particular group arrangement for a task group. The group discusses, has a work area or meeting place in the room, moves about, etc. The diagram *does* indicate the direction and attention of the group.

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[1] Diagrams throughout are based on those appearing in Allan A. Glatthorn's *Learning in the Small group*, (Dayton, Ohio, Institute for Development of Educational Activities, 1966).

ENDIX B—INSTRUCTIONAL GROUPING

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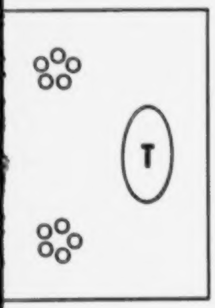

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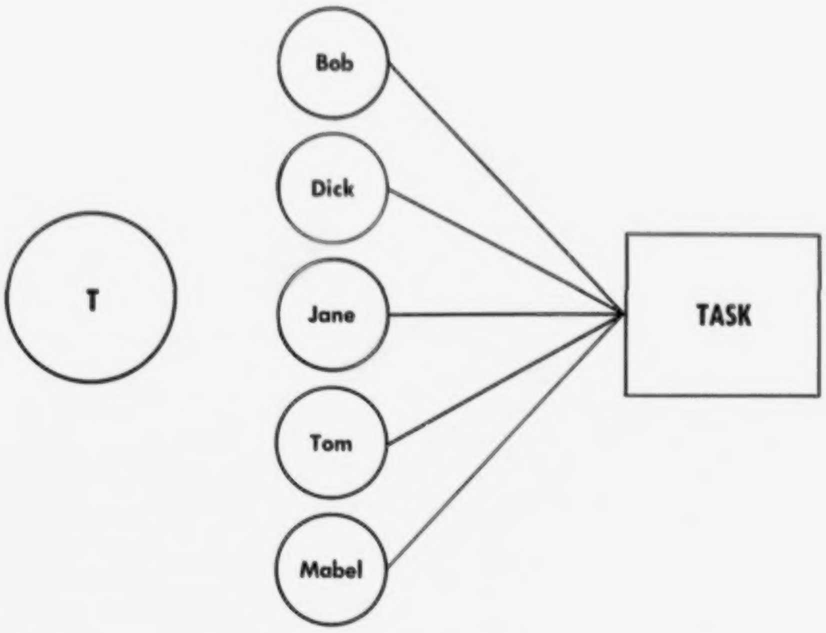
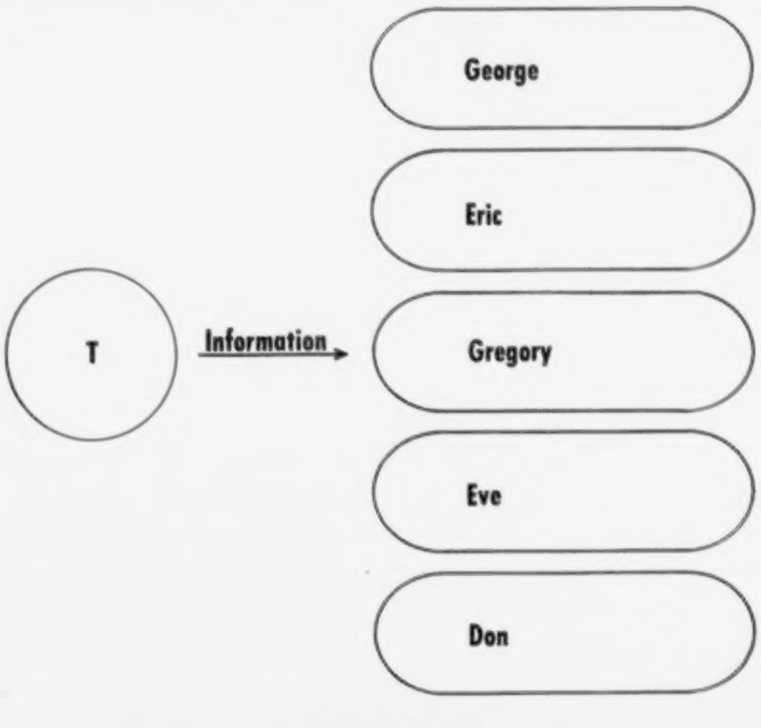


Didactic group: Exists when the teacher—or student leader—presents material to a group. This is particularly good for drill work for those doing poorly in tests and having a need for extra help. The teacher is the authority, there is little student-to-student exchange, but the device is effective as students find it difficult to drop out mentally.



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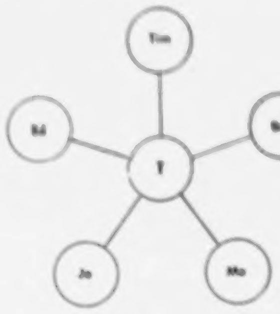
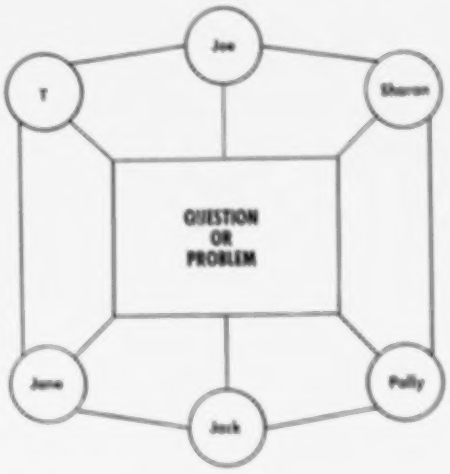
Hot seat group: Exists when the teacher or student leader sits in the corner and answers any question pertaining to the assignment or topic under discussion. The main advantage lies in the fact that each student can ask about anything he does not understand, and it's up to the person on the hot seat to give satisfactory answers. Everyone has the maximum opportunity to participate. The diagram for the hot seat group is hereby illustrated.



Teacher-participant (Socratic) group: Exists when the teacher becomes the Socratic questioner. This is a very taxing and demanding role for the teacher. The teacher begins by posing a question such as, "What is the tragedy of *Uncle Tom's Cabin?*" The teacher probes, stimulates, entices, responds, channels, synthesezes, teaches, and above all makes the student think and defend his statements. The diagram is as follows:



Brain-storming group: Exists when freedom of speech is encouraged, with ridicule of anyone's ideas forbidden. If some of the ideas seem wild and unorthodox, so much the better since such ideas help to stimulate discussion. The aim is to produce a long list of ideas which would be narrowed down later to the three or four ideas with the most promise. These ideas would then be discussed, refined, and used as a basis for action.

Note: Unlike the number in the other group the experts seem to agree that in the brain storming group, the number 12 appears to be the best.

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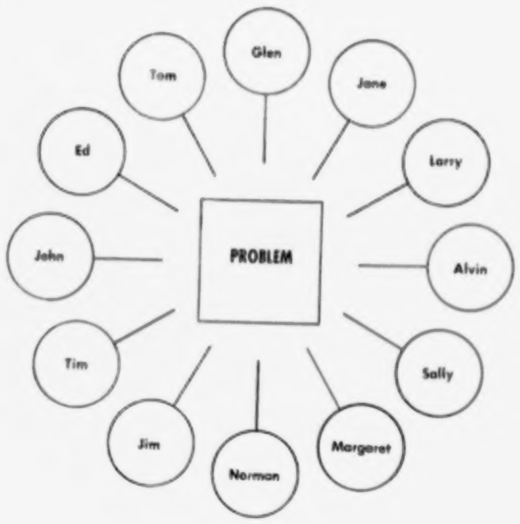

A few statements pertaining to groups need the attention of every "New Social Studies" teacher:

> There is more participation of class members when put in small groups.
>
> There is more participation of class members when the groups reunite for general discussion.
>
> Encouragement of the "we feeling" in both small groups and the large group is an important positive contribution of grouping.
>
> The importance of every individual's cooperation quickly becomes apparent in group work.
>
> In classes based on group projects the teacher is viewed as coordinator and a resource person to be utilized rather than as a font of authority and wisdom.
>
> Heterogeneous grouping is often better than homogeneous grouping—different people produce the better group product. As students learn group processes they will develop strategies for involving all members of groups in the discussion. The nature of the task and the students, however, should determine grouping procedures. Small homogeneous grouping, for example, is frequently desirable when remedial work is necessary.
>
> The student is better able to find himself by being a participant in a small group than in a large class situation. Grouping can provide opportunity for the maximum growth of each child.
>
> Group work may be a welcome change from other methods of teaching and learning.
>
> By-products such as improved critical thinking skills, improved social skills and improved understanding of group processes may result.
>
> Students learn from their peer groups as well as from their instructor.

APPENDIX C—CONTROVERSIAL ISSUES IN THE

This Framework establishes a plan for the social studies in which the student is an active participant in the learning process. The goal of student involvement is to prepare the scholar for effective citizenship. Basic to such a social studies is the constant searching for truth, the constant examining of values, and the constant questioning of what one sees, hears, and reads. If social studies is to be successful, it must be carried on in an atmosphere of free inquiry. Many times, discussion and study of controversial issues will be a part of such inquiry. For this reason we propose certain guidelines to be kept in mind by curriculum planners, teachers, administrators, and others planning for the social studies.

We believe that in preparing for citizenship, pupils must learn the techniques and skills of democratic dissent. They must have opportunities to hear, discuss, and study controversial issues, being involved to such an extent that the student recognizes responsibility and constructive action to be components of freedom. Accordingly we recognize the pupil's right:

> To hear, discuss, and study any controversial issue which has relevance for his life and growth and concerning which (at his level of maturity) he should have an informed opinion.
>
> To have free access to relevant information, including materials that circulate freely in the community.
>
> To discuss and study issues under competent instruction in an atmosphere of responsible freedom.
>
> To form and express his own opinions on controversial issues without thereby unjustly jeopardizing his relations with his teacher or the school.
>
> To develop skills of rational inquiry that will enable him to understand his own values and protect himself against emotional or deceptive propaganda.

Good teaching of controversial issues requires planning. Teachers might use the following criteria in determining whether a controversial topic should be studied:

> It should be within the maturity and competence of the students involved.
>
> It should be one with which the teacher feels himself competent to deal.
>
> It should be one on which necessary materials can be secured. Its discussion should contribute to the student's growth, not merely provide sensational stimulation.
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> It should be one which is persistent in society rather than merely transitory in nature.

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> It should be one on which the teacher is cognizant of community attitudes and is prepared to deal with any adverse reactions.

In his planning, the teacher needs to establish guidelines for the class to help the spirit of free inquiry prevail, and to help the classroom become a model for responsible citizenship. Such guidelines would include statements of:

> The right of everyone to speak and be heard without monopoly of the discussion by any one student.
>
> The right of everyone to disagree gracefully and politely.
>
> The necessity for students to provide authority for facts, quotations, etc.

The planner must also be sure to plan for adequate class time for the research, presentations, outside speakers, etc. Conclusions must not be forced from a class or a student if there has not been adequate time to examine the issue fully.

The teacher himself, in approaching controversial issues, should be impartial and objective. He should attempt always to analyze and illuminate all sides of an issue and its backgrounds rather than to indoctrinate students with a particular opinion. The teacher's responsibilities might be considered to be to:

> Confer with appropriate administrators concerning topics under discussion, keeping them fully informed, and drawing upon them for advice.
>
> Assist students to obtain adequate materials representing all sides of the issue.
>
> Call attention to unpopular causes if necessary to assure well rounded consideration of the issue.
>
> Refrain from using classroom privilege to promote partisan politics, sectarian religious views, or selfish propaganda from any group.
>
> Maintain democratic procedures while discussing the issue.
>
> Assist students to discover common goals and areas of disagreement, while recognizing that generalizations and conclusions of individual students need not be alike.
>
> Encourage students to make up their minds on an issue rather than remain in a state of indecision, recognizing, however, that there may be times when it is best to retain suspended judgment.
>
> State his own personal opinions clearly and indicate to students that this viewpoint should also be open to further examination by them.

APPENDIX D—THOUGHTS ON CIT

The primary objective of the public schools has been to prepare students for responsible American citizenship. Our schools are based on the principles of American liberty which have evolved from such basic documents as the Declaration of Independence and the Constitution of the United States. Our schools must accept the responsibility of teaching the traditions of American democracy and the citizenship skills necessary for living in a democratic society.

Schools should not only teach the citizenship skills but provide a laboratory where pupils may develop these skills and use them in meaningful experiences. Citizenship education should be emphasized in every phase of our school life. It should be included in all of the co-curricular activities of the school as well as in academic classes. Many of these activities, such as athletics, should be feature spots for the philosophy and application of citizenship education. Our schools should be the instrument which provides students with experiences leading to the development of attitudes necessary to cope with social conflicts in a democratic society.

General objectives of a school citizenship program could be to:

aid each pupil in understanding and appreciating his democratic heritage.

instill in each pupil a knowledge of, appreciation for, and respect for, America's republican form of government.

help each pupil develop an understanding of the organization of United States government on all levels.

aid each pupil in forming the concept that freedom, rights, and responsibilities are interdependent.

help each pupil understand that a democratic society remains strong only through the legitimate participation of its citizens.

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advance the science of government to meet more effectively opportunities for participation in meeting citizenship responsibilities.

help each pupil become aware of and develop an appreciation of our national symbols, customs, holidays, and their origins.

see that each pupil learns to exercise proper flag courtesy by developing respect for the flag, and through an understanding of the Pledge of Allegiance, a deeper devotion to the United States.

help each pupil become a worthy citizen through appreciation and recognition of his individual importance in the communities in which he lives.

promote the critical appraisal of propaganda techniques.

aid each pupil in understanding that people and events of the past have contributed greatly to the actions and beliefs of the present and that progress demands the free expression of new ideas.

help each pupil appreciate the ideals contained in the documents of the historical development of democracy.

aid each pupil in gathering a knowledge of the people who made and are making United States history.

develop in each pupil an appreciation of the contributions to American society of all its ethnic groups.

aid each pupil in gaining an insight into the importance of American art, music, and literature and the role these forms play in U. S. society.